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KEY TO HISTORY.

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FIRST STEPS
TO THE
STUDY OF HISTORY.

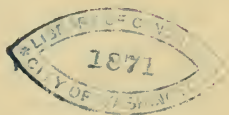
BEING

Part First

OF A

KEY TO HISTORY.

BY ELIZABETH P. PEABODY.



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KEY TO HISTORY.

INTRODUCTION.

To deliver the mind from the thralldom of the present, and to prepare it to comprehend the future, the most obvious course is to open upon it the past, which is an assured gift of God to the race. Hence the importance of history.

But in this country, no study is more neglected in schools, and even in colleges. In European institutions of learning, professorships are devoted to it. Here, an abridgement of universal history is generally the only book which is studied, and although this be accompanied with a recommendation of general reading, as no criticism of authors is connected with the recommendation, even a rare mind, more than ordinarily capable of directing itself, is often wasted upon books which are of no authority, or takes a course confounding to chronology, and every other general principle of connexion. The following extract, translated some years since, by one of our most elegant scholars, from Wyttenbach's *Life of Ruhnkenius*,—though applying, in the first case, to a single instance of false education in Germany, may be applied almost universally in this country.—“Every parent, I am sure,” says the translator, “will feel, in all its force, the delicate but cutting irony and the unanswerable reasoning which are alternately brought to bear upon a question of such vital importance to his children; and no parent will rise from the perusal of it, without forming a solemn resolution to be no longer deluded by patent projects and royal roads to useful learning, but content himself with that slow though sure

process, which nature points out in her other works, as well as in the development of her greatest work,—man. The spongy mushroom will grow up and perish in a day; while the solid and majestic oak requires an age to bring it to maturity." But we will proceed with the extract.

Before Ruhnkenius was appointed to the office of a public teacher, he resided in the family of one of the principal men in the city. One evening they had at supper a man of wealth and rank (more distinguished for his goodness of heart than for his abilities or learning) who mentioned that he had a son at home, who was soon to go to the University; and he inquired of Ruhnkenius what course of studies was there pursued. The latter among other things enumerated the Study of *History*. "Oh," said the father, "it will be unnecessary for my son to study history, as he knows that now; for I have two daughters also, and I placed them and my son under a domestic teacher, or governess, as we call them; and she is better acquainted with history than any professor." Ruhnkenius, at that period of his life, whenever he wished to expose the ignorance of others (especially of such a man as this,) was accustomed to make use of the Socratic irony; but, as he advanced in years, his native candor led him to content himself with merely setting people right, when they committed blunders. On this occasion he ironically replied—"You are truly fortunate to possess such a treasure as this governess; you ought not, however, to have the exclusive enjoyment of such a learned teacher. but to use your influence with the University to have her placed in a professor's chair for the benefit of the public at large." "Ah, you may joke," replied the other, "but I declare to you it is the fact." Then said Ruhnkenius, "What part of the history has your son learned, or from what author, or in what method?" "Indeed," said the father, "I cannot inform you as to these points; for I learned history myself when I was young, and as I have advanced in years, I have forgotten these things; but I will send my boy to you, and he will satisfy you as to every thing." Some days afterwards, this governess' chick appeared, fluttering his little wings, and chirping, and feeling much self-complacency at the thought of showing off his learning to so celebrated a man. Ruhnkenius received the young pupil in a friendly manner, and began to converse with him thus:

Ruhnkenius. I hear that you have made great progress in history, and that you have at home a very able instructress in it.

Pupil. This is the case; our governess knows all history; and I acknowledge that I have profited much from her instruction.

R. What have you learned? Tell me.

P. All history.

R. But what is *all history*? Did your governess teach you all history, and yet not tell you what all history was?

P. Yes—she did; she is very learned.

R. I do not doubt that you are right to value her highly; but think, yourself, what you mean by *all history*.

P. All history? why it is—it is what is contained in books.

R. Well, I have here many books on history, as Herodotus, Livy, Tacitus, and others; I suppose you know those authors.

P. No, I do not; but I know the facts related in history.

R. I dare say you do; I see, however, that out of that knowledge which you possess of *all history*, we must deduct a knowledge of the authors who have written it. But perhaps that governess of yours has informed you who Homer, Hesiod, Plato, and other poets and philosophers were?

P. I don't think she did; for if she had, I should have remembered it.

R. Well, we must then make one farther deduction from your knowledge of all history; and that is the history of the poets and philosophers.

P. Why, I said just now, that I did not learn those things; I learned matters of fact, and events.

R. But those *things*, as you call them, were *men*; however, I now understand you: the knowledge you acquired was a knowledge of *things*, but not of men; as, for instance, you learnt that the city of Rome was built, but you did not learn any thing of the men that built it.

P. True, true; Rome was built by Romulus and Remus, twin brothers, the sons of Rhea Sylvia and Mars; they were exposed, while infants, by King Amutius, but a she-wolf suckled them, and afterwards a shepherd brought them up and educated them—

R. Enough, enough, my good little fellow; you have shown me now what you understand by the history of men and things. But pray tell me what other men and things you were instructed in; for instance, tell me who and what Sylla was?

P. He was a tyrant of Rome.

R. Was the term *tyrant* the name of an office?

P. Indeed I do not know; but Sylla is certainly called in history a *tyrant*.

R. But did you not learn that he was *Dictator*; and what the authority and duties of that office were?

P. No, not that I remember.

R. But perhaps your governess instructed you in the authority and nature of other officers among the Romans, such as Quæstors, Ædiles, Prætors, Consuls, Censors, Tribunes of the people, and other magistrates.

P. No, she did not, for those things are hard, and are not so pleasing as great exploits; and besides, the explanation of them would have taken up too much of our time.

R. As to this latter point, you will perhaps be better able to judge at another time. Well then, we must now make a still further deduction from your knowledge of *all history*, and strike off from it all knowledge of the offices of the Roman magistrates.

P. Ah! but we took more pleasure in reading about wars and exploits.

R. Well, did you ever hear of Carthage, and the wars carried on against her?

P. Oh yes; there were three Carthaginian wars.

R. Tell me, then, which party was victorious?

P. The Romans.

R. But were they victorious at the beginning?

P. Oh no; they were beaten in four battles by Hannibal; at Ticinium, Trebia, the Thrasymene Lake, and Cannæ.

R. Did your governess tell you the *causes* of these defeats of the Romans?

P. No—she did not tell us the causes, but the matters of fact.

R. Perhaps you understood of yourself the causes why the Romans finally retrieved their affairs.

P. To be sure I do; the cause was, their bravery.

R. But were they not brave also at the beginning of those wars?

P. Certainly they were.

R. Then their bravery was the cause of their being conquered and being conquerors?

P. Why—I don't know as to that; but I know I never was asked such hard questions before.

R. Well, well, I will ask you something easier. Is it to be supposed that the Romans would have come off victorious in that war,

if the powerful sovereigns of that period had united their forces with the Carthaginians?

P. What sovereigns were those?

R. Why, do you not know, that in that age there were in Macedonia, Asia, Syria, and Egypt, all those powerful kings who were the successors of Alexander the Great?

P. Yes, I know that; but we used to take up their history in another chapter. I never thought of their living at the time of the Punic war.

R. Do you not perceive, then, that their mutual rivalry was the cause, why they did not unite with the Carthaginians either in that war or afterwards, to oppose the progress of the Romans, in consequence of which those very kings were afterwards conquered, one by one, by the Romans?

P. I perceive it now, since you have told me of it; and I derive much gratification from your remark.

R. It is indeed true, that the perception of the *causes* of things is not only gratifying, but useful.—However, you will not deny, that we must still go on to make further deductions from that stock of *all history* which you possess; we must deduct from it the knowledge of *causes*.

P. I cannot, to be sure, deny that; but I am positive that with the exceptions you have now made, we learnt every thing else in history.

R. Well, tell me about some of the other things that you learnt; or, if you are at a loss what to begin with, in such a multitude of things, tell me what is the beginning of history?

P. The creation of the world.

R. But I meant to ask you about men, and the affairs of men.

P. The first human beings were Adam and Eve, whom God created on the sixth day, after his own image, and placed in Paradise, from which they were afterwards expelled, and—

R. Don't go any further, I beg of you; I see you have got some little book by heart. But tell me now, generally, about what men and things subsequent to those, were you instructed by your governess?

P. About the posterity of Adam, the Patriarchs before and after the flood, and all about the Jewish nation, to the time of their overthrow.

R. But what makes you think that those things you learned are true?

P. Because they are delivered to us by divine inspiration, in the Holy Scriptures.

R. But did you find the *Roman* history, and other things that you have learned, all in the Holy Scriptures?

P. Certainly not.

R. But yet you believe them.

P. Believe them? why not? They are related in other books worthy of credit.

R. Pray what books are those?

P. Our governess has two, one a small book that we learn to recite; the other, a large work in several volumes, from which she sometimes reads to us.

R. But were the authors of those books witnesses of the events which they relate?

P. Oh no; they are of modern times, and lived either in our day, or within the memory of our fathers.

R. Where did they get their knowledge of the things mentioned in their books?

P. From other books that are worthy of credit.

R. Do you know those other books?

P. No—I do not.

R. How can you venture, then, to assert that those books are worthy of credit, when you do not know them?

P. I believe what our governess tells us.

R. Pray how old are you?

P. Fifteen.

R. Upon my word! You are now almost a young man, and your governess still treats you like a little boy.

P. How so?

R. Why because she teaches you history as we tell stories to little boys. But do you think the history she teaches you is true? or is it a matter of indifference to you whether she teaches you truth or fables?

P. Indeed it is very far from being a matter of indifference to me; but I am sure that every thing she teaches us is true.

R. Well—if you know that to be the case, then you must know the manner in which you distinguish truth from falsehood.

P. No, I cannot say that; but I believe what our governess says to us, because she is a woman of truth.

R. But see how inconsistent you are; one while you say you

know these things, then you say you do not know, and then again you say you believe in your governess.

P I cannot answer you so easily as I can her; for she, somehow or other, asks me in an easier way.

R. Well, my good fellow, I will ask you something easier: what is history designed to teach us, truth or falsehood?

P. The truth, certainly.

R. Can any body then either teach or be taught history properly, without knowing how to distinguish between truth and falsehood?

P. Why—I do n't know—

R. You do n't know? Do you know this, then, whether history is studied for the sake of any utility derived from it?

P. I suppose great utility is to be derived from it.

R. What are the advantages of it?

P. Indeed I do not know.

R. But did not your governess tell you that the foundation of many parts of our knowledge rests upon historical facts, and that we are enabled by history to understand better and more readily other parts of human knowledge; and that it is particularly useful in furnishing examples for the government of life both in private and in public?

P. No, she did not tell us that; but I think it must be so, for it seems reasonable.

R. Well then, answer me one question: may not a thing, by means of which we accomplish another thing, be properly called an *instrument*?

P. I think so.

R. Then history must be considered as an instrument of obtaining those advantages of which we have been speaking.

P. Certainly.

R. Once more: is money an instrument useful to us in our progress through the world?

P. Most assuredly, and a very important one.

R. Well, if any man should go on heaping together money of every sort, and should pay no attention to see if his pieces of coin were good or bad, and should thus become possessed of much counterfeit money, what would be his condition? Would he not be under a very great disadvantage when it should become necessary to make use of his money, and he should find it to be counterfeit?

P. He certainly would.

R. Once more : do not the instruments of navigating the ocean consist of the master and sailors, the ship and her parts, as the bottom, deck, helm, anchor, sails, masts, cables and other things ? Now the merchant or master, before he trusts himself to the winds and waves, looks for and provides those instruments himself,—and does not take them upon trust, and without examination, from other persons ; he examines and judges whether they are sound and strong, and capable of securing him against shipwreck and destruction.

P. That is all very true.

R. Again ; we have just said that history is the foundation of knowledge ; now do you think it is of no consequence to a building, whether its foundations are solid and firm, or weak and slender ?

P. Most certainly, it is of great consequence.

R. You see by this time, my little fellow, what sort of an instrument and what sort of a foundation *you* have in the history that you have learned ; how hazardous it would be for you to make use of it in the voyage of life, since it would afford you either no examples at all, or very fallacious ones, and, in respect to your pursuits, would only supply you with empty authorities and precepts. You imagined that you understood *all history* ; you now see how many deductions must be made from that knowledge. You have heard nothing of the historians themselves, nothing of the philosophers and poets, nothing of magistrates and other officers, and, as I perceive, nothing of various other things, relating to peace and war, times and places ; nothing of causes, and, in short, nothing respecting the manner of discerning truth from falsehood ; now, when all these things are taken away from your stock of *all history*, what is there remaining ?

P. I now begin to understand, and I am sorry for the labor I have spent in my history—

R. No ; take courage, for now you may promise yourself that you will know something, because you are sensible how much there is that you do not know ; and you perceive, I think, now that you are about to enter upon the studies of the University, and, as it were, to prepare for the voyage of life, both private and public, how slender the foundation of history is, which you now have, and how puerile and insufficient an instrument it is for that purpose ; and that you are in need of something more substantial and efficacious, and which will be more becoming a man ; one which shall qualify you for a more perfect knowledge of things,

and causes, and enable you to judge of truth and falsehood; in short, to make you acquainted with the *history of history itself*; that is, that you may know what writers have treated of the subjects of history, and of what credit and authority those writers are.

P. Your remarks are very good, and I beg of you to furnish me with some little book, from which I can learn all this in a short time.

R. My young friend, henceforward you must exercise your judgment, and pursue a manly and critical course of study. This, however, is not to be acquired at once, and by the use of any little book; but you will hereafter be able to read to advantage and to understand the various books relating to it, by gradually accustoming yourself to attend to the instruction of those who teach history according to these principles.

Wytttenbach's Life of Ruhnkenius.

The extensive and complete plan of study suggested by this lively extract, may seem at first, to take history from the studies of the very young. It should not, however, do so. The study should commence very early, that history may take its right rank in the mind, as a source of practical wisdom. Children are eminently social, and their views of what others do and think, is the most powerful influence which is exerted over them. From the very first, they should be taught to look abroad into different states of society. They should know, from the very first, that they have a large field of thought to range in. To see different religions, and different governments, and different circumstances of social life, which still leave individual points in the characters of those subjected to them, touching a universal sympathy, will lay the corner-stone of a true liberality of heart. To see, at once, in what different circumstances human nature is placed, and the different forms which the same elements assume, before the mind has made any arbitrary associations as to what is beauty and truth, is the surest means of destroying the principle of dogmatism, and making the mind genuinely modest and free from slavery to its own peculiarities. Nor should that genial season of the soul be lost to history, in which the mind can be given up to an author with

the same recklessness and devotion with which youth gives itself up to all its voluntary pursuits. It is the only season for complete and full impressions. It is not possible to interest children too soon in historians, contemporary with the ages they describe. These authors alone are able to breathe the spirit of the age whose story they tell. Memoirs of individuals, and characteristic anecdotes, and, generally, the philosophy of the period, pervade their writings, and convey to the imagination and sensibility, imperishable impressions. Youth who are made acquainted with these authors, grow up as it were in many ages, and many countries, and have a chance to escape the influences of the present age, to which so many surrender themselves to perish with it; and to feel the influences of the great relations of humanity, before they are circumscribed to those of any party, or even any single country.

But even contemporaneous authors should be read with discrimination, and the dull parts left out. The passiveness, with which young people often take down the dull and stupid, as well as lively and brilliant parts of a book given them to read, involves a thousand evils. It often disgusts the bright mind with study, and quenches the small gleams of the desire of knowledge in the easily discouraged, and the indolent, and the stupid. Before the age of speculation comes, the mind should be filled with facts and images. But in order to impress facts and images, they must be well selected and arranged, and the mind's own activity be roused to react on them. In order to effect this, the instructor should carry the pupil from book to book, taking from each author that part, which he has treated with the most talent.

This plan will also give the pupil's mind a sort of mental independence, a freedom from the peculiar influence of authors, which is a consideration of great practical importance.

But, although vivid conceptions of character and events are the foundation of general sympathy, and of a true knowledge of humanity, history will not produce its best fruits in the mind without something more. The rational faculties must be satisfied. Present experience contradicts the probability of events,

and makes it difficult for the mind to realize the possibility of states of mind and thought, which prevailed in remote ages. When the age of reflection succeeds the age of impression, a secret process of the mind sets the picturesque delineations of biographers, annalists, and poets, on the same level with the no less vivid conceptions of romance writers, to which they bear a greater resemblance than to the events and spirit of the present time. In this way, the highest uses of history are gradually lost, and the mind is left to narrow itself again to the small sphere of present realities, and is no longer fed by the spectacle of its own nature under the influence of various circumstances, and the inspiration of different leading ideas. Historical criticism, therefore, and a survey of the events of time in relation to the development of various great general principles, should follow the unquestioning, enthusiastic assent of the soul of children, to the heroic and romantic legends which form the staple of the native history of every country, at least in its earlier periods.

The following Key is intended to supply that deficiency of instruction in history, which is so prevalent in this country. It does not propose to give much original matter, but to lead, by a system of questions and directions, through the best authors, arranging them so that in the first place they may give a vivid, clear, and chronological view of things, and afterwards philosophical views. Such accounts of the lives and opinions of various authors, and such criticisms of their works, will be given, as may be necessary for the student to judge of the worth of their testimony. Each epoch is first to be surveyed under the guidance of contemporaneous writers; and then reviewed with the assistance of those minds, which, being the growth of later times, are enabled to carry the lights of experience and philosophy upon the past, and point out those relations with other nations and other times which are invisible except to the distant observer. The history of each art and science will find its place in the course, in a connected form.

Perhaps an objection will be made, in the outset, to the use of this Key, in general education, and especially in the education of girls. It will be said that the plan comprehends too

much. The truth is, however, that it is not so great a work, in relation to the time it will take to complete it, as at first it might appear to be. When any one knows how to read, and attend to reading without mental wandering, it is incredible what a number of volumes may be perused in a comparatively short time. And as to their being remembered, *this depends almost entirely on their arrangement in a general plan.* If the volumes succeed each other so as to present the subjects in such an order as to correspond with the ordinary development of the faculties, and the natural fluctuations to which the mind is subject are humoured, there is little doubt there will be a sufficient recollection of facts, but at any rate there will be a remembrance of what is most important, the general courses which human nature has taken, and the most striking modifications which particular events have given to it.

It is true, that the course of study here pointed out cannot well be comprehended in a school education. But it is not necessary that it should. It is only desirable that it be begun in school, and the interest be awakened there which never may sleep again. History is a kind of study which, more than any other, can be spread over many years. It is one in which soon there is no need of *recitations*. It is desirable that it should continue after the period of school-going is over. With the one sex it may fill up the interstices of collegiate and professional studies, and throw necessary light upon them. With the other, it can enlighten the retirement and freedom of home, and be an excellent alternation, if not a substitute, for the dissipation of *society*, as that company is technically called, in which there is least play of the social principles, and of the sympathies of general humanity. This dissipation most unfortunately begins to take place in this country, at that age in which the soul seems to feel involuntarily its infinite affections; and when it is, therefore, most lamentable to see it drawn forth, from employments and scenes which lead to self-communion; and from preparation for the high responsibilities, and holy duties, of the sweetest relations of life. Perhaps, on reflection, it will appear that as history is the department of human knowledge which is more within the sphere of woman's attainment than any other,

so the study of it is the most important to women, and has the most direct influence in forming them for the duties peculiar to their relations in life. The exercises of mind to which this study stimulates, and the kind of knowledge that it affords, is adapted to adorn and to deepen the tone of that intercourse of life in conversation which is so much in their power, and which has doubtless such a very strong influence, especially when it has any thing in it which may deserve the name of character. Would it not indeed be a good plan to have a more regular means than we have of thoroughly educating girls in history? They generally leave off school, and elementary studies, while young; and all the outward means of stimulating to study suddenly cease to act on them. Might there not succeed to the ordinary schools, schools for studying history, which would not take up more than an hour in the day; but which would help to give a regularity to the reading of history at home, and also afford an opportunity of receiving instruction and assistance from mature and highly cultivated minds? There are ladies who are capable of keeping such schools and of communicating therewith much cultivation of mind. To such the following Key would be very valuable, pointing out the plan of study generally, and enabling the individual members of a class to prepare themselves for recitations, either with an oral or written account of what has been read.

But where schools of history are out of the question, this Key may be still more important;—serving in a humble degree the place of an instructor to a family of sisters, or a party of friends, or a solitary student, that feels the importance and the interest of the subject.

It may be remarked to those who from their situation have not an easy access to a variety of books, that the questions do not often skip from one to another, and that they are so arranged that many books may be omitted, which it is not possible to procure, and still the chain be not entirely lost. The multiplication of Lyceums however, and of libraries connected with them, will speedily, it is probable, afford access in all parts of our country, to books of such standard value as our questions generally take up.

It will be observed that if the Key is used according to the directions here given, one, or, at most, two copies of the *text book* will be enough for a class. This is often a matter of much importance.

FIRST STEPS
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STUDY OF HISTORY.

BUT we must not forget the pre-requisite to entering upon this long course of history. To know how to attend to reading, is a habit of mind which, generally speaking, must be formed with labor. This labor, it should be one of the first duties of a school teacher to form in his scholars ; especially since, though generally neglected at school, it is nearly all that can be done there for historical education.

It is true that this habit dates back to the reading of the first story books which are put into the hands of children. Even before children read themselves, and while they are read to by others, questions should be asked them upon the reading, and they be taught to answer them. This will lead to discussions on the meaning of words ; and many exercises may be mingled with the reading exercise, which will lead to clear ideas upon words. It is a good plan, for instance, to give children words, and require them to make sentences in which they may be contained. Another good exercise is to make sentences, and use words nearly synonymous with the words which ought to be used, and require the children to correct them.

But a profusion of story books should not be placed around a child if it is desired that an early taste for history be formed ; and, still more, interesting books on history

should be put into its hands at first. Interesting books, however, should still be books of authority. It is a miserable cheat to give to the young romances, under the name of histories.

There has, indeed, been a difficulty hitherto in this particular among ourselves. We have been destitute of histories pleasing to the imagination, and at the same time not too remote in age for the very young. The picturesque historians have been too ancient and the modern historians too little picturesque. That difficulty is now in a degree remedied. Irving's life of Columbus is perfectly adapted to children, especially the abridgement, and his Voyages of the companions of Columbus is, if possible, still more striking to the imagination. These books, even when taken alone, are amply sufficient to form the habit of attending to the reading of history. We trust he, or some other equally gifted, will at some future time give us the adventures of the settlers in North America, especially the story of the Pilgrims. A series of sketches, in such a style, of the most interesting individuals who have been connected with the settlement, colonization, and independence of this country, would make their author all but "the first in the hearts of his countrymen." What a preparation it would be, for the critical and philosophical study of that history which requires and will doubtless employ the mature years of the finest minds, enriched with the spoils of all time.

But until these better works are written, we must carry our students through such books as we have. These are parts of Dr. Robertson's History of America, Memoirs of Sebastian Cabot, &c. It is not intended to give a complete history of America. This would require some previous knowledge of European history in order to be well understood. The questions will therefore only take

up such biographical and historical works as are replete with adventure.

It is not quite enough, however, to restrain the love of fiction, and to select interesting books in history for children. The reading of them must be superintended by a careful teacher. It requires much experience to understand how much is needed to be done for an ordinary class. The author is a teacher, and has gone through much variety of experience on this subject. The result of it all has been a conviction, that it is necessary to go through such a course of exercises as form the first volume of this Key, before beginning a long course of history ; and the directions, which follow, are grounded on a course actually pursued, with striking success.

When the scholars are very young, it will be found the best plan to omit the first nine chapters of the life of Columbus, and commence at the tenth. It will be sufficient to introduce the subject with a remark to this effect:—that about three hundred and fifty years ago, America was not known by civilized people ; but a man of genius, having some knowledge of astronomy, and considering that the world was round, determined to sail west in order to arrive at the eastern shores of the continent already known. This may be illustrated by a globe. It can be remarked also, that the crews of his vessels were incredulous, and the people who fitted him out but half convinced of the feasibility of the undertaking, and Columbus himself not in the least aware of the existence of another continent. If the scholars are old enough to understand it, it would perhaps be well to give a general lecture on the progress of political geography upon the theatre of the eastern continent, from early times, accompanied with a brief outline of history. This should be done in the most story-telling style, and have less of the air of a lecture, than

of an indulgence to the story-craving spirit of children. It is almost incredible how much information may be given in this way, which could not be given in any other way, possibly. The progress of maritime discovery in the age preceding Columbus might be especially dwelt upon ; and it would also be useful to sketch the imaginary map that Columbus made, previous to his voyage. A very good method of becoming acquainted with the geography involved in the history of Columbus, and other discoverers of the new world, would be, for each scholar to have a blank map of the Western Hemisphere, which might be traced, in its natural features merely, from any atlas, and by quite a young scholar. On this map might be written, as the reading of the book goes on, the names of the places discovered, in their order of discovery ; which would also serve to quicken attention to the history, and engrave it on the mind.

Having thus premised more or less geographical knowledge, as the nature of the case would admit, let a very little of the text, (beginning at the tenth chapter,) be read aloud, and then questions be asked upon it. If the children do not readily answer, let the teacher answer, by reading a sentence from the book. This is better than to answer in his own words, because it fixes the attention upon the book. Let the passage then be read again. Perhaps the child himself may read the passage this time. The questions should then be asked again. Having thus made gradual progress to the end of the chapter, the questions may be given to the children to guide them in writing an abstract from their recollections. This abstract may be at first made on the slate, and often it will be necessary for the teacher to mark some questions to be omitted, when, to answer them all, would make this written exercise too long.

It will be observed that the questions are minute on the description of persons, beautiful places, and striking scenes of any kind. The object of this is to form the habit of vivid conception by means of words; a habit, which, in ordinary cases, must be formed carefully, or half the effect of picturesque writing is lost. It is the natural effect of a uniformly printed page to palsy rather than quicken a child's imagination, through the influence of uniformity upon the senses. But if the reader can be taught to co-operate with the writer, so far as to triumph over this, he may find that words are even more adequate than marble and canvass, to convey nature and moral ideas to the mind; especially if the words be those of Washington Irving.

And we cannot refrain from remarking in this place, on the incalculable advantage to the youthful student, of studying an author, who has the power to see all the beauty and glory that gild the dark clouds of character; and whose style is not only so full of pictures, but such a treasury of sweet sounds. Written abstracts, made by means of the following questions as a guide, could hardly fail of gaining something in style, when the matter to be remembered must bring such associations of harmony and beauty.

The questions from the beginning of the tenth to the end of the fourteenth chapter of the life of Columbus, will give a hint respecting the minuteness of questioning which a judicious teacher would combine with the first reading of history, in order to produce the habit of attention in itself. This minuteness can be continued still farther at the discretion of the teacher, if the case requires it. But in all the rest of the Key no other object is kept in view than to direct the student's attention to those important particulars, a vivid impression of which is necessary to the remembrance of the whole.

QUESTIONS
ON IRVING'S LIFE OF COLUMBUS.*

CHAP. I.

- How was Columbus' name written in Italian?
Where was he born? and when?
What was his education?
What was his favourite study?
What was it his first inclination to do?
What did Columbus afterwards think of these youthful inclinations for Geography and the sea?
Did his father favour his wishes? and how?
Why did he study Latin?
Did he remain long enough at the University of Pavia to become well educated?
How were the defects of education remedied?
At what age did he go to sea?
What was the nature of the seafaring life in which he at first engaged?
What anecdote of hair-breadth escape is related by Ferdinand of his father, while yet sailing with the bold rover Columbo?
Was this the first arrival of Columbus in Portugal?

CHAP. II.

- What aroused the spirit of discovery in the fourteenth century?
What prince of Portugal gave the grand impulse?
How did he become interested in the subject?
What great idea did he conceive and pursue?

* The questions are adapted to chapters of the abridgement. But of course the larger work will give the answers.

What did he do for this end, and did he live to gain it?

What drew Columbus to Lisbon?

What was his *presence* at that time?

What was his figure? demeanor? the shape of his face? complexion? nose? cheeks? eyes? countenance? air? hair? apparel? conversation? manner? temper? acquired character? and religious spirit?

Whom, when, and under what circumstances did he marry?

How did this contribute to Columbus' advantages in his profession?

Why did he remove to Porto Santo?

What advantages did he have there?

What bold idea did his daring genius conceive?

CHAP. III.

What were the grounds on which Columbus made up his mind?*

How did he feel after he had decided?

CHAP. IV.

What northern voyage of discovery did Columbus make at this time?

Why did he not immediately set off on his western voyage?

What induced him to apply to King John of Portugal for assistance?

What did King John do in the way of encouraging his plan?

What induced Columbus to quit Portugal in disgust?

What other applications is Columbus said to have made for patronage?

* It is unnecessary, probably, to observe that very young pupils should not have such questions as these asked them. Any questions can be omitted at the discretion of the teacher, of course.

CHAP. V.

What is the first trace of Columbus in Spain? (*Look at the map.*)

What encouragements did Columbus meet with from the first Spaniards to whom he told his plans?

What did they do to enable him to go to court?

What was the nature and character of the union between Ferdinand and Isabella?

What is known of Ferdinand's mind and character?

What was the figure of Isabella? her complexion? hair? eyes? countenance? manner? How did she compare with her husband in character?

In what department of government did Isabella shine the most?

CHAP. VI.

Where did Columbus find the sovereigns of Spain? How were they engaged?

What circumstances interfered with Columbus' success with the sovereigns?

How did he support himself through the tedious months of waiting? How was he treated?

How did he at length obtain the royal audience?

What did Ferdinand think of him? What did he do?

CHAP. VII.

Where did the learned counsel assemble, which was to decide on Columbus' plan?

What was the character of its members?

Describe the scene in the hall.

What were the first objections with which his theory was assailed?

What objections were made even by those who admitted the globular form of the earth?

How did Columbus answer these objections ?

Did he make any converts ?

But what was the general impression ?

What was the result ?

How was Columbus employed during the years of waiting that succeeded this inconclusive council ?

When did Columbus press for a final decision, and what was it ?

Did the sovereigns close up all hope, however ?

CHAP. VIII.

What were Columbus' next attempts for patronage, and what their success ?

Under what circumstances, and with what intentions, did Columbus return to the convent of La Rabida ?

What new effort did Juan Perez de Marchena make to save the glory of the enterprise to Spain ?

What was the success ?

What great event happened to occur when Columbus arrived at the camp-court of Spain ? Was he attended to, as promised ?

What stipulation did Columbus make, which interfered at first with the progress of the negociation ?

What did he do when he was thus again disappointed ?

What induced Isabella to recal him when he was already on the journey ?

CHAP. IX.

How was Columbus received ?

Did Ferdinand join in Isabella's patronage ?

What were the five articles of agreement drawn up between Columbus and the sovereigns ?

How were they signed ? Which sovereign bore the expense ?

What immediate pious object did Columbus mingle with his plan of discovery?

What other object of a still more romantic nature, did he propose to attain by his personal profits from the expedition?

What provision was immediately made for the vessels, and their supply?

What particular favour was conferred on Columbus by Isabella?

How long had Columbus struggled with obstacles, before his scheme was thus successful?

How old was he now?

What difficulties arose in getting the caravels?

How, finally, was the squadron made up?

Describe the embarkation.

CHAP. X.

In what day of the week did Columbus set sail? In what day, of what month, in what year? and from what place? and towards what place did he steer? (*See the map.*)

Did he have any chart?

*What is meant by a conjectural chart?**

How was the world laid out in this chart?

What mishap fell out the third day after setting sail? What suspicion arose at this accident? How did Columbus feel about it?

Who commanded the Pinta? How did he mend it? What did Columbus do when this repair was found insufficient?

Why did Columbus hasten to leave the island?

What delay was interposed by nature?

* The questions in *italics* are not answered in the book.

When did he lose sight of land entirely?

How did the crews feel? and how did they express their feelings? and how did Columbus try to soothe their distress?

What general orders did he give the commanders of the other vessels? What stratagem did he commence to deceive the sailors as to their real progress?—What object did they first fall in with 150 leagues west of Ferro? How did it make them feel?

What phenomenon did Columbus notice on the evening of the 13th of September?

What is meant by the needle? and what by its variation? and why was it very important?

Why did not Columbus tell of it? Was it found out? How did it make them feel? How did Columbus attempt to allay their fears? Did he succeed?

What propitious winds helped on the vessels?

What is meant by the trade winds?

What objects did they next meet with? What did Columbus think of these things? What other signs animated the crews? What made each one eager to descry land first? Did all agree with Columbus as to the course? Why did he persevere in his first course?

What causes at length combined to make the crew feel uneasy? How were these counterbalanced?

What was the weather and appearance of the sea the next day? and what did the seamen think of it? and how did Columbus prove the fallacy * of their alarm.

How were the next three days? What new alarms arose in the minds of the sailors?

* The teacher is reminded that constant care must be taken that the children understand every word used. After defining a word, it is a good plan to make sentences with the word in them, and to call upon the children to do so.

How did nature answer these conjectures derived from the calm? What was the cause of this swell?

Did the impatience of the seamen become dangerous to Columbus? How did they work themselves into rebellion? What did some of them propose to do with Columbus?

How did Columbus work against these cabals? What occurrence of the 25th of September diverted them for a few days?

What was done while the illusion lasted?

What change at last took place in appearances, and what effect did it have on the sailors?

Why did Columbus alter his course a little, on the 7th of October? What favorable appearances consoled them? What new disappointment incensed them? How did Columbus meet this unreasonable feeling? What decisive indications the next day put to flight all doubt?

How was the evening of the 8th closed, on board the vessels?

What signs of land and inhabitants did Columbus see during the night?

When was the first signal gun fired, and by which ship?

Who received the reward?

How far off was the land? and what did they do when they saw it?

How did Columbus feel? and what speculations did he probably make, while he waited for dawn, according to Irving's conjectures?

CHAP. XI.

What did Columbus see before him, when the day dawned?

In what manner did they approach the shores?

What were the appearances of the shores and waters, as they approached?

What did Columbus and his companions do on landing?
What was the ceremony of taking possession?

How did his followers demonstrate their feelings towards him, now?

What were the feelings and conduct of the natives during all these scenes?

How did Columbus receive their scrutiny, and what new ideas did his manner seem to awaken in them?

What was the appearance of the natives to the Spaniards? their natural complexion? hair? features? stature? age? apparent character? weapons?

What presents did Columbus make them, and how were they received?

Why did Columbus call these natives *Indians*?

How did the Spaniards pass the day? and with what impression did they return to their ships?

What did the natives call the island where Columbus landed? Where is it?

What happened at the next day-break?

How were the canoes made, and how large were they?
What did the Indians offer in exchange for trinkets?
What ornaments awakened the avarice of the discoverers?

What account did they give of this gold, according to Columbus' interpretation of their signs?

Of what people in the northwest did they give account? and what did Columbus conjecture from these accounts?

What did Columbus do at this island? and which way did he steer from it? and why did he take seven natives with him?

What was the next land he saw? and what did he conjecture thereon?

What did he learn from exploring some of the islands?

How did the natives regard the Spaniards? and serve them? What particular objects does Columbus enumerate

as delighting him? What is said of the appearance of the fish of these seas?

In what was Columbus disappointed?

What however still kept up his hopes?

What was the appearance of Cuba, as he approached? Where did he land?

What impressions did he receive in his coasting voyage along the island?

What were the appearances of the inhabitants, and his conjectures thereon?

What did he learn at the head-land, which he named the Cape of Palms?

What did the natives mean by *Cubanacan*?

What did Columbus fancy that they meant?

What did he conclude, on this ground?

What did he determine to do in consequence?

What messengers did he choose? and how did he fit them out? and what did he enjoin them to find out?

How did they go, and what did they find?

Describe the interview.

What action of the Indians attracted the attention of the envoys on their way home?

What new idea did Columbus gain from the Indians, to supply the place of his broken illusion?

What voyage did he make in consequence of this idea? Why did he return to Cuba? What circumstance gave him uneasiness in regard to Pinzon, his fellow commander?

What reasons had Columbus to fear that he might have parted company with him entirely?

What new spot did he descry off the east end of Cuba? How did his Indian guides endeavor to dissuade him from going towards it? What beautiful objects did Hayti present on his nearer approach?

CHAP. XII.

When did Columbus enter a harbour of Hayti for the first time? What did he name it? Why did he steer farther before he landed? What did he name the next harbor that he came to? What induced the Admiral to name the island Hispaniola? How was communication begun with the natives? How was the "wild beauty" treated? What attempt did Columbus make the next day to renew the intercourse? Where, and how great was the village, and how were they received?

With what impressions did the Spaniards return to their vessels?

Describe the visit of a young cacique to Columbus, while he was detained in one of the harbours of the west by contrary winds.

Where did Columbus receive a message from a cacique named Guacanagari?

What was this message and its accompaniments? and how did Columbus answer it?

What were the circumstances of the shipwreck near the residence of the cacique on the 24th of December?

How did Guacanagari receive the account of this disaster? and what did he do to assist his guest? Did the natives show a pilfering disposition? What impression did they make on the mind of Columbus?

How did Guacanagari receive Columbus personally? What did the banquet consist of? What entertainment was there afterwards? How was the chief treated by his own subjects?

What entertainment did Columbus give them in return? What impression did this make on the natives? How was this alarm changed into grateful exultation?

What success did Columbus have here in collecting gold?

What information did the cacique give him, and what conjectures did he found thereon?

Who was Marco Polo?

What was the government among these Indians?

How did they obtain food?

What were their amusements?

What suggested to Columbus the idea of forming a germ of a future colony?

How could a fortress be armed? What would be the advantages of a colony? How did Guacanagari receive the idea?

What news did Columbus hear of the Pinta? and what did he do in consequence? and what determined him to return immediately to Spain?

How soon was the fortress completed? of what did it consist? How was it fortified? what was it named? How was it manned? In whose command was it left? What charges were given to the men concerning the natives? and how did he provide for their employment?

Why did Columbus give a military exhibition just before his departure?

Describe the parting scene.

CHAP. XIII.

When did Columbus sail for Spain? When did the Pinta rejoin him?

What did Pinzon say of his having parted company with Columbus? Did Columbus believe him? How was he afterwards strengthened in his disbelief? What did he do with the natives Pinzon had stolen? How did Pinzon feel on the occasion?

What is the description of the inhabitants of the province Aguay, where Columbus next anchored? Had the Spaniards any difficulty with these people? Was any real healing made of this breach?

For what did Columbus take four Indians from this island? Did he go to the Carribee Islands, and why?

What is said of the winds for the return voyage?

Describe the first storm. What was done when human skill failed? What peculiar troubles had Columbus? What did he do to save the history of his discoveries?

When did the storm begin to subside?

Where did they come to anchor? How were they received? What was the object of this outrage? How did Columbus get away?

Describe their tempestuous voyage from St. Mary's. Where did they come to anchor? How were they received?*

CHAP. XIV.

What did Columbus immediately do on his arrival in the Tagus?

What effect did his arrival have in Lisbon? How was he treated by King John?

What machinations were made against Columbus at this time? How did he escape? What famous visit beside did he make while in Portugal?

How did he return to Spain? When and where did he arrive? and after how long an absence?

How was Columbus received at Palos? What mea-

* If the reading began at the ninth chapter, it will be now necessary to go back to the first, or the subsequent chapters cannot be understood. And the class will by this time be fully prepared for the whole.

asures did he take for an interview with the sovereigns? How was his letter replied to?

When did Pinzon arrive? Where had he been? What had he done at Bayonne? What were the circumstances of his landing? How was his letter answered by the sovereigns? What became of him?

What can be said in praise and extenuation of Pinzon?

CHAP. XV.

Describe the journey of Columbus to Barcelona. Describe his entrance into the city. Describe his reception by the sovereigns.

What account did he give of his voyage? What expression of joy followed? What vow did Columbus make at this time, in the flush of success? How did Columbus continue to be treated during the sojourn at Barcelona? What coat of arms was given him?

What is said to have become of the seaman who first descried the land of the new world? What is the anecdote of the egg, (which is dated at this time)?

CHAP. XVI.

What power over the kingdoms of the earth was ascribed to the Pope? and when had this idea sprung up?

Who was at this time Pope? What was his character and connexion with Ferdinand? What embassy did Ferdinand send to him in regard to the discoveries?

What did the Pope do in consequence?

How were any conflicting claims between the two powers (Spain and Portugal) prevented? What was done to insure despatch in regard to all affairs relative to the new world?

What orders of an arbitrary character were given to Columbus and Fonseca, in order to their fitting out a new fleet?

What was the missionary department connected with the new fleet? What orders did Isabella give the monks? How were the six Indians christianized which Columbus had brought over?

What circumstance quickened the preparations? What settlement ultimately gave the Brazils to Portugal?

How large was the fleet for the second voyage? and how was the fleet provided?

What causes contributed to swelling the ranks of Columbus' volunteers? What was the figure of Alonzo de Ojeda? countenance? personal powers? accomplishments? character? What is the first exploit recorded of him?

Were there any circumstances occurred at this time, which may account for Fonseca's hostility to Columbus? How did Fonseca continue to control the affairs of India?

CHAP. XVII.

Describe the embarkation of Columbus on his second voyage.

Why did Columbus touch at the Canaries?

What course did he take from Ferro?

What was the appearance of the islands he first discovered, and what islands were they?

Where did they first find the pine-apple?

What horrible sights did they see here?

What conclusions did Columbus make from these sights? What expeditions were made into the interior of Guadaloupe?

What adventure did Columbus have at the island of Santa Cruz?

What islands did he discover afterwards in pursuing his way to Hayti? What circumstances occurred as he coasted along the shores of Hayti?

CHAP. XVIII.

When did they arrive at La Navidad? What was the first communication from land? What information did they give of the garrison? What, of Guacanagari?

What was done the next day?

What did Columbus do the day after?

What was the account Columbus received at length of the history of the garrison?

Did this account satisfy Columbus of the good faith of Guacanagari? What circumstances still kept alive the suspicions of many?

What impressions were made on the cacique by a visit to Columbus' ship?

What is the story of Catalina?

CHAP. XIX.

Why did Columbus take a new site for his colony? How was the city built?

What name was given to it?

What trials and disappointments assailed the Spaniards? Did Columbus share them?

What expedition into the interior did Columbus determine on, and why?

Who was chosen for the leader of this enterprise?

Who accompanied him? Describe their journey of six days. What did they find?

Did Columbus hear any thing similar from any other quarter? How many ships did he then conclude to send home? Under whose command? how loaded? and what did he write to accompany the fleet?

What pernicious council did he give his sovereigns in this letter? How did he defend this measure? How did the monarchs receive the idea, and reply to it?

How was the fleet received in Europe, and what were the general impressions made?

What troubles began to prevail, meanwhile, in the colonies? Who fomented the evil, and how?

What was the conspiracy of Bernal Diaz, and how did it end?

CHAP. XX.

What expedition did Columbus himself project, to quiet and employ his people? Whom did he make governor in his absence? Whom did he take with him, and how provided?

What was the progress of the first day?

What was the effort of the next day?

What was the progress of the third day?

Describe the Vega Real.

How were the Indians impressed by their approach? How did they treat the strangers, when re-assured?

Describe the march of the next two or three days. What change took place in the scenery, when they arrived at the mountains? What consolation did the Spaniards find for this desolate aspect?

Why did Columbus name the fortress he built here St. Thomas?

What exploring party did Columbus send forth at this time, and what report did it bring back?

What intercourse did he have with the Indians while at St. Thomas, and what did they tell him?

In whose command and with how many men did Columbus leave St. Thomas? What impressions did Columbus gain of the character of the natives, from all he saw and heard?

How was Columbus and his men treated by the Indians during their sojourn at the Vega?

CHAP. XXI.

What message did Columbus receive from St. Thomas, immediately on his return? What did Columbus do? What difficulties at Isabella gave him still more distress? How did Columbus endeavor to meet these difficulties? Why was this a source of hostility against him? Was there any excuse for the anger of the volunteers?

What was done to overawe the machinations of Caonabo? Who was made the successor of Margarite at St. Thomas?

What orders did Columbus write to Margarite? What impetuous measure did Ojeda take on his journey to the fortress? What junta for the government of the island did Columbus form, previous to his own departure on a new voyage of discovery?

CHAP. XXII.

What was the plan of the present expedition? What did he expect would be the result?

What information did he gain from the natives, as he coasted along? How did he change his course? What did he discover?

What difference did he find between the natives of this and the other islands? and how was he received by them?

What induced him to turn back?

What did he discover? What did he conjecture concerning these islands?

What favored this idea?

Describe the continuance of his voyage along the southern coast of Cuba. What induced him to go on? What hardships did he encounter? and what illusions counterbalanced them? What induced him, however, to abandon his voyage? What singular instrument did he call on his men to sign, before he would abandon his voyage?

What remarkable conversation occurred between Columbus and an old Indian, at a place where he anchored on his return voyage? What still more remarkable circumstance occurred soon after, on the shores of Jamaica?

Where did Columbus go from Jamaica? Why did he anchor in the channel of Saona? Where did he set out to go, after the weather moderated? What prevented him? What produced this disease? What was its character?

CHAP. XXIII.

What joyful surprise awaited Columbus on his arrival at Isabella? Where had Bartholomew been all this while we have lost sight of him? What was the difference of character between Diego and Bartholomew?

What were the seamen-like accomplishments of Bartholomew? In literary acquirements how did he differ from Columbus? What office did Columbus give him? To look back—how had Margarite conducted the military expedition Columbus had charged him with, when he last left the island? What was the contest between him and Don Diego? What was the final result of this rebellion? What became of the army when Margarite had gone? What acts of hostility did the uncommanded soldiers provoke the Indians to?

Was any attempt made upon the fortress of St. Thomas? What were the peculiarities of Alonzo de Ojeda? What great efforts did Caonabo make, and what was their result?

What league did Caonabo then attempt to make? How many provinces and caciques were there on the island? Did all the caciques join in the league? What sufferings did Guacanagari undergo in consequence of his faithful-

ness to the Spaniards? What proof of good faith did he give Columbus, immediately on his return?

Why did not Columbus make a great and decisive stroke against the league immediately? What was the plan of operations he determined upon?

What was done for Fort Magdalena against Guatigwana? What method was taken with Guarionex? Who undertook the expedition against Caonabo? Describe Ojeda's manœuvres? How did Caonabo conduct in the presence of Columbus? What respect did he show Ojeda? What did Columbus do with the captives?

CHAP. XXIV.

What arrival from Spain brought a flattering letter from the sovereigns to Columbus, and how did he reply to it? What new intelligence from the interior came to Columbus just on his recovery from his sickness? What force did Columbus assemble to oppose the Indian army? Where did they come to battle? What was the issue? What tribute did Columbus lay on all the conquered? What was the effect of this measure on the natives? What became of Guacanagari?

CHAP. XXV.

What did Margarite and Father Boyle do to injure Columbus in Spain, while he was endeavoring to remedy the evils produced by their misconduct? and with what effect? What measure was adopted about this time (April 15th, 1495) which shows the declining influence of the admiral? What counterbalanced in a degree the unfavorable representations of Boyle and Margarite? What was done however to ascertain the causes of the distresses at the colony? Who was this Aguado?

What did Isabella do with the five hundred Indians Columbus had sent out? How did Aguado act when he

arrived at Hispaniola? How did Columbus conduct towards him when he returned from the interior? What occurred next? When did Aguado prepare to return to Spain? Why did Columbus determine to go also? What delayed the ships? What discovery was made by Miguel Diaz during this delay? Of what advantage was this to Columbus? What did he do to secure it?

CHAP. XXVI.

Who did Columbus appoint Adelantado in his absence? What were the crews of the returning vessels? What account is given of Caonabo during this voyage? What difficulties did Columbus encounter during this voyage? What impression did his embarkation at this time make? What efforts did he make to keep alive the public interest in his discoveries? How was he received by the sovereigns? What did he propose to do next? What outfit did he ask? Was it promised? What delayed the execution of the promise? What did Isabella do in the spring of 1497, for the gratification of Columbus? What measures were taken for the good of the colony?

What difficulties arose on the part of the public which delayed the expedition? What was proposed to Columbus, to supply the want of voluntary recruits? How long was it, after all, before the supplies were sent to the colonies? By whom, and how was the delay in the fitting out of the six ships of Columbus effected?

CHAP. XXVII.

What was the course taken by Columbus in his third voyage, and why? What difficulties did he have in this route which induced him afterwards to go northwest? What land did he see first? What observations and conjectures did he make in coasting along the main land? What determined him to steer for Hispaniola?

CHAP. XXVIII.

Had Bartholomew followed Columbus' plan in colonizing the country near the mines, discovered by Diaz? What military expedition did he then go upon? What kind of a country was Xaragua? What remarkable woman resided with Behechio? and who was she? and how did she regard the Spaniards? How did Bartholomew meet Behechio and what was the result? How were they received and entertained? What tribute did he arrange should be paid? How did Bartholomew find the settlement of Isabella, on his return?

What did he do to remedy this evil?

What induced Guarionex, chief of the Vega, to take up arms, and what was the plan? How was this conspiracy disarmed? What was the final result?

What information did Bartholomew immediately afterwards receive from Behechio? What circumstances attended this second visit to Xaragua? and what impression did it make on the Spaniards?

What was going on in Isabella while the Adelantado was absent? Who was Francis Roldan, and what was his character? What did he do to accomplish his objects? What action of Don Diego's did Roldan turn to his own ends, and how? What plan did Don Diego devise to divert Roldan from his schemes? What use did Roldan make of this opportunity? Having thrown off the mask, how did he carry on his schemes? What measures did Don Bartholomew take, when he learnt the state of things? What fortunate arrival strengthened Don Bartholomew, and how? How did he now act towards Roldan? What did Roldan reply? How did he induce his men to march away into Xaragua? What new conspiracy arose in the Vega? What did Guarionex do when he found the con-

spiracy was discovered? Did the Adelantado pursue him? Was Mayonabex faithful to his friend? How were the chieftains finally captured, and treated?

CHAP. XXIX.

What was Columbus' first act on his arrival? Where was Roldan? What had added to his party and resources? How did this happen?

What efforts did Carvajal make to bring back Roldan to his allegiance?

What measures did Columbus take to win over Roldan? and what did he do, in the hope of relieving the colony of the disaffected?

How did the rebels receive Columbus' messenger Ballester? On this, what did he order next? Why did he afterwards give up this plan? What account of matters and things did he send home to Spain? What accounts did Roldan send? Which party had most power in Spain, and why?

What negotiation took place with Roldan after the departure of the ships?

What articles of arrangement were signed? How came the engagement not to be fulfilled on the part of Roldan? From whom did Columbus receive a letter at this time, and what did it contain?

What effect did this have upon Columbus? and what final arrangement was made with Roldan? How did Roldan conduct in his new office? What requests did Columbus make in his next letters to Spain?

CHAP. XXX.

What expedition did Roldan go upon, about this time, and why did Columbus send him on it? What had been the plan and conduct of Ojeda's voyage? What did he tell Roldan he intended to do in regard to Columbus?

What did he actually do? How did Roldan prevent Ojeda's execution of his schemes?

What was the cause, progress, and issue, of the conspiracy of Adrian de Moxaca?

CHAP. XXXI.

What various means were taken in Spain to undermine the power of Columbus?

What circumstances produced at last an impression against him in the mind of Isabella herself? What measure did she at last resolve upon?

What was Bobadilla's character?

What measures did he immediately take on his arrival at San Domingo, to supersede the family of Columbus, and establish himself?

CHAP. XXXII.

What did Columbus do when he first heard of Bobadilla's proceedings?

What did he do when he received the letter from the sovereigns, commanding him to give implicit faith and obedience to Bobadilla? What did Bobadilla do when Columbus arrived? How did Columbus conduct under all these insults? How were his brothers treated? When did Bobadilla determine to send them home to Spain? Who was the commander of the caravel that carried Columbus in chains to Spain? How was he treated by Villejo?

CHAP. XXXIII.

What impression was made in Spain by the arrival of Columbus in chains?

How did Isabella first hear of the circumstance? What letter did the sovereigns immediately write to him?

What were the circumstances of this interview with the

sovereigns? How did they express themselves towards Bobadilla? What did they promise? But what were Ferdinand's secret feelings on this whole proceeding? And what was the policy of Ferdinand, in not reinstating Columbus in his privileges?

What were the pretexts of delay? On what grounds was Ovando appointed to succeed Bobadilla, instead of Columbus? How is Ovando described?

What mistakes made by Bobadilla, were reported, before Ovando's departure? What orders in consequence, were given to Ovando? What allowance was made to Columbus, and whom did he make his agent? What decree is found among those of this occasion, being the first trace of negro slavery in the new world? What was the outfit and style of Ovando?

CHAP. XXXIV.

What visionary scheme did Columbus employ himself about during the following year?

What great event turned his thoughts from crusade to discovery again? What conjecture did he make now concerning the western route to India? Was his plan forwarded by the sovereigns? What did he do to provide against misfortune in this distant and perilous expedition?

CHAP. XXXV.

What was the age and condition of Columbus when he started on his fourth voyage?

Who accompanied him from his own family?

What was his squadron? What was his course? What was the state of things at San Domingo when he arrived in the harbor? How was he received? What was the fate of the two fleets? What circumstances in this disaster looked like retribution?

Where did Columbus then go? What was the weather? What other course did he have with the Indians? What did he find and hear on the coast of Villa Rica?

What conjectures did he found thereon?

What did the character of the natives seem to be? How was Columbus prevailed upon to turn back toward Veragua? What was the weather for the next three weeks? What character did the natives of Veragua show? What was the name of the cacique, and his character? What expedition did Don Bartholomew undertake, and with what success? What determined Bartholomew to plant a colony there? What was done to this end? What retained Columbus?

How did Quibian regard these things? What plan did he lay to destroy the colony? Who discovered this? how?—and what measures did he take to frustrate Quibian's plans? What confirmation of the plot did the Adelantado hear, and what did he do to get Quibian into his power? How did he escape?

What was the booty of this expedition?

CHAP. XXXVII.

Why did Columbus venture to leave the colony? What attempt was immediately made by the Indians on the settlement, and with what success? What was the disastrous affair of Diego Tristan? What train of circumstances finally induced the abandonment of the settlement?

CHAP. XXXVIII.

What course did Columbus determine upon, and why? Why did he go to Jamaica instead? What was done when they arrived? What plans were made to deliver themselves from this exile upon Jamaica?

CHAP. XXXIX.

By what means was a mutiny excited among the followers of Columbus? Who headed it, and what was his first measure? What was the success of Porras in his schemes? What circumstances brought on a famine in Columbus' little camp? By what stratagem did Columbus obtain supplies from the Indians?

CHAP. XL.

What were the circumstances of the visit of Diego de Escobar to the exiles of Jamaica? What new transactions with the mutineers under Porras followed?

CHAP. XLI.

What account is given of the four days' voyage of Mendez and Fiesco from Jamaica to Hispaniola? Why did not Fiesco return according to appointment? What efforts did Mendez make for Columbus, and with what final success? How was Columbus received at San Domingo? What was the intercourse of Ovando and Columbus?

CHAP. XLII.

What difficulties had Ovando encountered in his new government in regard to the Indians? What was Ovando's treatment of the province of Higüey? What was his treatment of Xaragua and its queen Anacoana? What accounts of the state of the natives did Columbus write home to the sovereigns? What difficulties did he have in regard to his own immediate affairs? What kind of a voyage did he have on his return to Spain?

CHAP. XLIII.

What was the state of his affairs the following winter at Seville? What efforts did he make in his behalf with

the sovereigns? What tidings did he have from the court? In the mean time, what terrible calamity fell upon him, closing all his hopes forever? What circumstances hastened and attended the death of Isabella?

Who made efforts for Columbus afterwards at court? When, and under what circumstances, did he appear again at court, himself? How was he received? How did he pass the next few months? What was the last sally of his sanguine and unconquerable spirit? What were his last acts? When and how did he die? What was done with his body?

CHAP. XLIV.

What were the characteristics of Christopher Columbus, intellectually and morally?

VOYAGES OF THE COMPANIONS OF COLUMBUS.

Alonzo de Ojeda.

Where was Alonzo de Ojeda born? and where brought up? What is said of this house as a school for a young adventurer? What were the personal endowments of Ojeda? . How old was he, when he went to the Moorish wars? How old, when he went with Columbus? Why did he not go on the third voyage with him?

How came he to be patronized by Fonseca? What token of his favor did Fonseca bestow upon him?

How came Ojeda to conceive the project of making a voyage in the track of Columbus' third route? What patronage did he obtain?

How did he find the means of fitting out his squadron? How large was it? What noted characters were among his associates?

When did he sail? What was his route? How long was his voyage? Where did he see land first? Where did he first see natives?

What description did Vespucci give of these people? What does he say of their religion? and morals? their habitations? their riches? their manner of treating the dead? and the dying? and those sick of fevers?

What was Ojeda's route from Trinidad? and what did he discover in this coasting?

Where did he unload? What intercourse had the Spaniards with the natives there? What did Ojeda do in compliance with their requests? Describe the first contest. Did the Caribs rally again? What was the final issue?

What was Vespucci's account of the inhabitants of the next island touched at (Curaçoa)?

Why was the next village discovered named Venu-ezuela by Ojeda? What was the beginning of intercourse between the Spaniards and these people? What change came over these fair appearances? What did Ojeda do to meet this unexpected hostility, and with what result?

What did Ojeda do, in compliance with the entreaties of the natives, at the next place he discovered, called by the Indians Maracaibo? How were these adventurers treated? What is the description of the natives of this part of the country? Did the friendly intercourse keep up to the end?

Why did Ojeda abandon this coasting voyage? How did he trust to excuse himself for going to Hispaniola against orders? Did Columbus permit him to remain? Where did he go next? When did he arrive at Cadiz? What were the results of this expedition?

How did Fonseca secure for Ojeda the royal favour, notwithstanding the meagre result of his first voyage?*

What grants did he obtain for him? What were the particulars of his commission?

What was a principal reason for granting this government and these privileges to Ojeda? What associates did Ojeda find, and what was their outfit? When did he set sail?

Why did they land at Valnerfoso? What induced Ojeda to invade the Indians of this place? What was the conduct and result of this invasion?

* In order to have a connected story of Ojeda, we omit at present our questionings upon the accounts of the voyages made during Ojeda's absence. Let the student turn to the second voyage of Ojeda.

Where did Ojeda determine to form a settlement? Did he have any difficulty with the Indians, and how was it overcome? What difficulty did he have while building the fortress? What was the quarrel between him and his partners Vergara and Ocampo? How did it finally issue with Ojeda?

What train of circumstances led King Ferdinand to appoint Alonzo de Ojeda to the command of the expedition which was to colonize half the country of Terra Firma? Who had the other half? What personal qualities of Nicuesa seemed to form him as a complete rival to Ojeda? How did Ojeda obtain the means for carrying on his enterprize?

What were the first disputes between Ojeda and Nicuesa, and how were they settled?

When did Alonzo de Ojeda set forth on his third voyage? What remarkable adventurer sailed with him? (*See Note.*)

What was the character of the natives of this country where Ojeda landed (Carthagena)? How did Ojeda begin his operations with the Indians? How did the Indians answer this extraordinary manifesto? What was the contest that followed, and its issue? What occurred to Ojeda in the pursuit on which he rashly went, against the advice of Juan de la Cosa? How was he rescued from this peril? What became of the brave De la Cosa?

How was Alonzo de Ojeda himself saved? What account did he give of himself? Who arrived in the harbour while Ojeda was yet not recovered from the effect of his disasters? How did Nicuesa act towards Ojeda in his day of misfortune? What did they do in junction, to revenge the death of La Cosa and his comrades?

Did Ojeda still persist in colonizing this part of the coast? What difficulties did he find in choosing a place

for a settlement? What place did he finally choose? Why did he name it St. Sebastian? What more earthly protection did he erect against this evil?

What was the fortune of his first foraging party into the interior, after he had erected his fortress? Did he make out better in his succeeding attempts?

Was the garrison ever attacked by the Indians?

What gave the Indians an idea that Ojeda had a charmed life? What experiment did they try, to ascertain the fact, and with what success? What desperate remedy did Ojeda apply to his wound?

How came Bernardo de Talavera to come to the settlement at this time? How had he obtained a vessel and crew for the purpose? What arrangements were made with Ojeda's starving colony and Talavera?

Why did Ojeda propose to go to Hispaniola, after the new stock of supplies brought by Talavera failed? What arrangement was made for the government of the colony in his absence? How did he return? What were the adventures of Ojeda in this voyage, and where did they finally land?

What difficulties did Ojeda and his party meet with from the Indians in the populous parts of the island? What difficulties did they meet with from nature in their progress through the interior? How long did they traverse this wilderness, and with what loss of men? What traces of men did they at length discover? How were they received and treated by the Indians?

What pious vow did Alonzo de Ojeda perform when he had recovered? What facts does Las Casas record concerning this chapel and its relique?

How did Ojeda's party get to Macaca? How were they received and treated there?

Of what party of Spaniards did Ojeda hear, at this place, and who was the commander of them? Did Ojeda apply to Esquebel, and how was he treated by him? Did the party of Bernardino de Talavera accompany Ojeda to San Domingo, and why not?

What did Ojeda learn concerning the Bachelor Enciso, when he arrived at San Domingo? What did he endeavour to do for the relief of his colony, and with what success? What is the last achievement recorded of him, and the circumstances that led to it? What was his final end?

*Pedro Alonzo Niño and Christoval Guerra.**

When did these two adventurers make their voyage? How was the license for it obtained? How were the means of outfit raised? How large was the bark and crew?

Where did they first land and how were they treated? What savage armado did they meet afterwards near Bora del Drago? What was the contest and its issue?

Where did the Spaniards go next, and with what success in obtaining treasures? How long did they remain on the coast of Cumana? What check did they at last meet with? When did they arrive at home? What troubles did they meet with after their return, in consequence of their great success?

Vicente Yanez Pinzon.

What association was made in the Pinzon family for another voyage in the year 1499? How did they obtain funds? What was the route of this voyage, and the difficulties it involved? Where did Pinzon land? What interviews did the Spaniards have with the Indians at

*Look back to page 28.

this place? What contest did they have at the next place where they landed?

What singular phenomenon occurred to him at the mouth of the Amazon? What was the character of the natives at this place? What danger occurred to Pinzon at this place? How did he treat the natives here?

Where did he go next? What disaster did he have in the voyage thence to the Bahamas, and how was he extricated?

What difficulties did he have on his return to Spain? How was he extricated from these?

What else is known of Pinzon and his family? (*See Note.*)

Diego de Lepe and Rodrigo de Bastides.

When did Diego de Lepe make his voyage?

What did he discover?

Who was Rodrigo de Bastides?

What remarkable man went with him on his voyage? How were they each distinguished from other discoverers? What was their first success? What unlooked-for evil checked their career? What was it finally determined to do? Why was Bastides thrown into prison when he arrived at San Domingo? What was the result of his trial? Did he arrive safe? Was he acquitted? Did he retain any profit from his voyage? What favors were granted to him, and to La Cosa for their services, by the politic Ferdinand?

Diego de Nicuesa.

What disasters occurred to Diego de Nicuesa immediately after his parting from Ojeda at Carthagená?

What did they undertake to do to extricate themselves from their forlorn situation? What were the difficulties of their progress? How did they get upon a desolate

island? What was their situation and mode of life there? What were the circumstances of the arrival of a brigantine to this miserable island? How did the four mariners account for their desertion? Was Lope de Olano's conduct satisfactorily explained? In what circumstances and where had the four men found him? What had been his adventures and misfortunes? Did Olano show willingness to save Nicuesa? What passed between Nicuesa and Olano, when he arrived at last at the river Belen?

How did Nicuesa, on assuming the general command, take measures to procure food? What was the success of these expeditions? What excited the murmurs of Nicuesa's men? Was this just in Nicuesa? What induced Nicuesa to abandon the place? Were any persons left? What induced Nicuesa to seek for Porto Bello? Why did they not land there? Where did he finally land? What produced murmurs at this place against Nicuesa? Did Nicuesa send for his comrades at the river Belen? How many men did he now number in all? What ineffectual attempts did he make to procure food? By whom was Nicuesa rescued from this situation? (*See chapter 12th for this answer, after having read the intermediate chapters which give the train of circumstances that led to the search for Nicuesa.*) How did he find him? How was he living, and with how many of his men surviving? What message did Colmenares give him from the colony of Darien? How did this affect Nicuesa? What imprudence was Nicuesa guilty of, in this communicative mood? What were the consequences of this? What delayed Nicuesa's arrival at Darien? In the mean time, what plan was laid for excluding him from Darien? How was Nicuesa met when he entered the harbor of Darien? To this what did Nicuesa reply? What did he do that night? What happened next morning? How came

Vasco Nuñez de Balboa to take part with him? What did he attempt to do for him? How came Nicuesa to land again? What was finally agreed upon? What was his fate?

Vasco Nuñez de Balboa.

Of what place was Balboa a native? (*Look back for the answer to this and the following questions, to chap. 6 of Diego de Nicuesa.*)—How had he been brought up? How did he first come to America? What does Peter Martyr say of him? How came he to go to Terra Firma with the Bachelor Enciso? What assistance did Balboa give the Bachelor Enciso at the time of his disaster at San Sebastian? (*See chap. 9th.*) What were the causes of Balboa's ill will to Enciso, and what injury did he do him in consequence? (*Chap. 10th.*) Did Balboa get any place in consequence? (*Chap. 11th.*) Why were not things allowed to remain in this position? What part did he take in the affair of Nicuesa? (*Chap. 12th and 13th.*)

What qualities made Vasco Nuñez de Balboa especially fitted for a commander to Spaniards? What measures did he take to get the office? What was done with the vanquished Bachelor? What precautions did Balboa take against any ill influence which Enciso might exert against him in Spain?

Why did Balboa send Pizarro to Coyba? What were the fortunes of this expedition? How did he come to find two Spaniards, who had been treated kindly by and lived with the cacique of Coyba? What information did they give, and how did they undertake to betray the generous cacique? How many men did Balboa take with him, and what was the interview? What did Balboa do, by the advice of the Spanish traitor, who had remained with Careta to betray him? What did the cacique say when

he found himself and his family in Balboa's power? Did Balboa accede to the terms? How did he treat Careta the three days he remained at Darien? Did the Indian damsel become his wife?

Did Balboa keep his promise to his new ally in going to war against Ponca? What visit did he make after his return to Coyba? How many fighting men had the cacique of Comagre? Where was this province, and how was Balboa received in it? What description is given of the dwelling of the cacique?

What present was made to Balboa by the son of the cacique? What information leaked out, on the occasion of the Spaniards quarrelling in the division of the gold? What answer was given to his inquiry, as to the means of penetrating to this sea, and its opulent shores?

What religious rite did he perform before leaving Comagre? What mention did he make to Don Diego Columbus of his views and wishes, in the letter he wrote to him by Valdivia, on sending the latter a second time to Hispaniola for provisions?

What account did Balboa have of Dobayba immediately afterwards? What accounts did he hear of the female from whom the province derived its name? What accounts of the riches of the province?

How many men did Nuñez take, with which to penetrate to this territory? What measures did Zemaco take to disappoint the object? What was the state of the village that he found? Did he gather any booty? What disaster did he meet on his return? Where did he go next?

What were the peculiarities of soil, &c. in the territories of the cacique Abibeyba? Describe their habitations.

What did they do on the approach of the Spaniards? How were they induced to come down? Why did Balboa return to Darien? What colony did he leave under Hurtado?

What misfortunes and reports induced Hurtado to return to Darien? What other information convinced Balboa of the conspiracy of the Indians? What was the plan of the conspiracy? How did Vasco Nuñez de Balboa crush it?

What induced Balboa to think of going to Spain at this time? What plan was pursued instead of this—and why? What difficulty did Balboa have in his colony now, and what expedient did he try in order that the evil might cure itself, and with what success?

What induced Balboa to think of making the expedition to the Southern Sea, without waiting for the thousand men for whom he had sent? How many men did he take? and how were they armed?

When did they start, and where did they go first?

What difficulty had they in seeing Ponca, when they arrived at his dominions, and what was the result of the interview, when, at length, they obtained it? What were their adventures with the cacique of Quaraqua, who came out to meet them? What was the spoil of the village? How many Spaniards now remained?

What were the circumstances in which Vasco Nuñez de Balboa first beheld the Pacific Ocean? With what ceremonies did he take possession of all that he saw from the summit of the mountain?

On what day, of what month, of what year, was this?

What were the adventures of the Spaniards, in entering the province of Cheapes? How was Cheapes induced to make friends with them?

What were the circumstances of the first embarkation of Europeans upon the Southern Sea?

What were the circumstances, and what was the manner, of Balboa's *taking possession*, when he arrived to its shores some time after?

By what circumstances were he and his men thrown upon an island in the ocean, which the tide entirely overflowed? How did they save their lives and escape? What were their first adventures in the dominions of the cacique Tumaco? How did they enter into a negotiation? What was the most important present of Tumaco? What farther did the cacique do to gratify the Spaniards with pearls? What other information did Balboa obtain from the cacique?

What were the circumstances of the discovery of Isla Rica and the Pearl Islands? What, of the surprise of a village and the capture of its chief Teaochan, in a coasting voyage which they made soon after? Why did he part from Cheapes and the son of Tumaco, here? How did Teaochan treat him?

What was their first difficulty in their return?

When did they hear about Poncra, and what?

What were their adventures in his dominions? What were their sufferings in their farther progress?

What was the stratagem by which Balboa got into his possession the person of the cacique Tubanamá? What passed in the interview between Tubanamá and Balboa after he was a prisoner?

What was the result to Tubanamá and to the Spaniards? What distresses marked their way from Tubanamá's province to that of Comagre? What passed between Balboa and the new cacique? What route did he now take home? How was he received? What was done with the spoil?

What message and presents did Balboa now send to Spain? Who was his messenger?

While all Balboa's discoveries were going on, what impression had the Bachelor Enciso made in Spain? What did the king determine to do? Where was Pedrarias Davila born, and brought up? How was he recommended

to the king? What arrival and information induced Ferdinand to order Pedrarias Davila to take twelve hundred men and a powerful armada with him? What accidental circumstance poured upon Pedrarias double the number of volunteers? What was finally arranged?

What new name was given to Santa Maria de la Antigua, and who was made its bishop?

Who had the charge of the judicial affairs?

What is related of Pedrarias' wife?

What orders were given to Pedrarias concerning the people of Darien—and especially concerning Balboa?

When did Balboa's messages by Pedro Arbolancho arrive in Spain?

What was the effect of the information he brought, and did the king partake of the general feeling?

What was Balboa doing, in the mean time, for the benefit of his dominions? How large was the town? How did he employ the people? What induced Pedrarias when he arrived, to anchor at a distance from the colony? How did his messenger find Balboa? What reply did Balboa make to the message? How did Balboa's people feel concerning this new governor? In what state did Pedrarias enter Darien? In what state was he received?

What was the first conference between Balboa and Pedrarias? What did Pedrarias do when he had gained from him all the information he wanted? How did the Bishop Quevedo stand affected towards Balboa? How did Espinosa conduct the investigation? What did Pedrarias do to counteract this? What was Espinosa's final decision? What did Pedrarias do, on this result? Why was not Balboa sent to Spain? What course did Pedrarias pursue in regard to him? What great calamities

now fell upon Darien, and carried off seven hundred of Pedrarias' men?

What unsuccessful expeditions did Pedrarias set on foot? What secret project was made by Balboa, and what means did he take to carry it on? What were the effects of the cruelties of Pedrarias' foraging parties? What use did Balboa's adherents make of these disasters? What did these taunts induce Pedrarias to determine?

What peculiar difficulties attended an expedition to Dobayba? Why did Pedrarias select Balboa for the service? How did he fit him out, and whom did he join with him in command? What contest did he have on the river? How did he get back to Darien?

What letter arrived at this time from the king to Balboa? What orders were also sent to Pedrarias? What delay occurred in Balboa's reception of the letter? How was the matter finally adjusted? What cause of suspicion now arose against Balboa, and how was it at length dissipated? What expedition did Pedrarias now send out to explore the shores of the South Sea? What places did Pizarro and Morales discover? What sufferings did they encounter? What booty did Pizarro bring home?

Did Pedrarias send out any other disastrous expeditions; and what was their ultimate effect on the state of the colony? What advice did the Bishop Quevedo give to Pedrarias, to induce a reconciliation between him and Balboa? Did this plan succeed?

What preparations did Balboa now make, to fit himself out for exploring the South Sea? What difficulties did he have to encounter? What was his final success?

How did Balboa employ the time, while the third and fourth brigantines were building? What rumours from Spain reached him while here? How did this affect him? What was it finally concluded to do on the occasion?

What circumstance had made Garbito, Balboa's secret enemy? What had he already done to injure Balboa? How did he conduct on this occasion? What did Hernando de Arguello do, to avert the gathering storm from the head of Balboa? What became of his letter, and what was the consequence? What did Pedrarias then do, to get Balboa into his power?

What marvellous circumstance is said by the old Spanish chroniclers to have attended Balboa's reception of Pedrarias' hypocritical letter? What did Balboa do? Had he no hint of the hostile intentions of Pedrarias? When did he become certain of them?

What was the first interview of Pedrarias with his prisoner? What was the trial? What was the second interview of Pedrarias with Balboa? What new accusations were brought against him? What was the final issue of the trial? What was the sentence? Who else were condemned?

What were the circumstances of the execution of Balboa? What of the execution of Hernando de Arguello? What was done with Balboa's head? How old was he when he suffered?

Valdivia and his Companions.

On what occasion do we first hear of Valdivia? (*See chapter 11th of Diego de Nicuesa.*) What was the first service he undertook to do for Balboa? (*See chapter 1st of Balboa.*) What second service did he undertake to do for him? (*See end of chap. 3d of Balboa.*)

What misfortune did he have on this voyage, in sight of Jamaica? (*See Valdivia.*) How did they get to land, and where? What happened to them from the Indians? What terrible fate soon fell upon Valdivia and some of his companions? What did this rouse the rest of his companions?

to do? How were they again taken captive, and by whom? How did he treat them? How did his successor treat them, and with what effect on their numbers? What became of Gonzalo de Guerrero? Where did Jeronimo de Aguilar originate, and what had been his history? What extraordinary mode of life did he pursue? What effect had this on the cacique Taxmar? What trials did the cacique make of Aguilar's humility and chastity? What was the consequence of his virtue? Why did Aguilar engage in warfare, and with what success? In what war was Taxmar involved, in Aguilar's behalf? What was its issue? What report did Aguilar hear of Europeans some years after? How did he conduct on this occasion? What new circumstance of a similar character occurred a year or two after? What letter did he receive in the 7th year of his captivity, from Hernando Cortez? How happened this letter to be sent? What did it contain? What measures did Aguilar take to induce the cacique to let him go? What did he do in regard to his comrade Guerrero? Why did Guerrero determine to remain? What misfortune had Aguilar involved himself in by waiting for Guerrero? How did he arrive at Cozumel? What adventure did he have on landing? What was his interview with Cortez? What difficulties did he have in returning to civilized life? What was his final destination?

Juan Ponce de Leon.

What is the first command to which we know Juan Ponce de Leon was appointed in the new world? When did he first come to the new world?

What induced him to think of making an expedition to Boriquen, afterwards Porto Rico?

What was his interview with Aguebana?

What reply did he make when Juan Ponce asked him for gold? What did Governor Ovando do on seeing the gold?

Why did not Ponce proceed to conquest immediately? What changes of public affairs came on to perplex him?

Did Ponce go upon the island with the newly appointed governor? What change afterwards took place in his favour, and how?

What was his first step towards the ex-governors? How did he act with regard to his old rival Sotomayor? Why did the latter resign his office? How did Ponce proceed with regard to the Indians?

What experiment did they try, to prove the mortality of white men, and for what purpose?

Who was the prime mover of the conspiracy? Within whose repartimiento had Agueybona fallen? What was the plan of the conspiracy? What warnings had Sotomayor of his fate, and why did he disregard them? What became of him?

How did Ponce hear of this? Did the conspiracy succeed?

In what condition was Ponce de Leon left? How did he defend himself? How did he finally deliver himself entirely? By what means was he superseded in his government in the midst of his operations? Did the Indians make head afterwards?

What stories did Ponce hear of the land of gold, and the fountain of immortal youth, and what did they induce him to do?

Where did he first go from Porto Rico?

Which way did he steer when he had wandered in vain about the Bahama Islands? What kind of a land did he discover, and what did he name it?

Did he land and take possession? What was the char-

acter of the natives? Why did he turn away from Florida? What group of islands did he discover on his way back to the Bahamas? and what did he name them, and why? Why did he name the next group he discovered La Vieja, or Old Woman group? What did he do with this old sybil, and with what success?

To whom did he at length resign the conduct of this expedition? Did Ortubia find Bimini, and what report did he make of it?

For what did Ponce de Leon go to Spain? What appointments did he receive from Ferdinand? What enterprise was at length fixed upon for him? What were his outfits and orders? What was the first and last act of this expedition? Where did Ponu de Leon go after this? What office did he have there, and how did he fill it?

What roused him to new enterprise?

How did he fit himself out for this enterprise? What was the voyage?

What was his reception by the Indians? Where did he go, and what was his fate? *

[For the rest of the conquest and history of Florida there is no English work to which we can refer our readers. There is one work on the subject, by Garcilasso de la Vega, in Spanish; 4 vols. 18mo. and a translation of it into French; 2 vols. 12mo.]

* We recommend to our students to read the letter in the Appendix to the Voyages of Columbus, giving an account of a visit to Palos. It is well to have our thoughts respecting the Spaniards a little softened, by contemplating them amid the social circumstances of their own country. And to aid in taking this impression, we would even go farther, and recommend the reading of the Tales of the Alhambra,—a most innocent luxury; which perhaps it would be well for those who are old enough, to prepare themselves for, by reading Florian's History of the Moors, and Irving's Conquest of Granada.

Diego Velasquez.

Who appointed Diego Velasquez to the command of the troops destined for the conquest of Cuba?

(See the 3d Book of Robertson's America, 15th Section.)

What were the previous circumstances of Velasquez?

How many men were given him?

What was the character of the natives of Cuba?

Did any one stand out against the Spaniards?

Who was Hatuey, and what did he do to oppose the Spaniards, and with what success? What was his fate?

What was the issue of Velasquez' undertaking?

In what year did Velasquez make this conquest?

(See Section 47th, of the 3d Book of Robertson's America.)

Who governed the island, after it was conquered, and in what manner?

What expedition of discovery did Velasquez help to fit out?

Who joined him in fitting out this expedition, and was chosen commander?

How many vessels and men were there?

What place did they discover?

What peculiarities did they observe in the natives and their habitations? How were they received and subsequently treated? What place did they discover next? How were they received at Campeachy? What disastrous adventure did they meet with at Potanchan? What was the fate of the survivors and of Cordova? Was Velasquez discouraged at this? What attempt did he make to send out another expedition? To whom did he give the command, and with what orders? Where did they first land, and why, and what did they do there? Where did they go next, and why did they call the country New

Spain? Where did they land? How were they received, and why? What did Grijalva learn of their country? What messenger and message did Grijalva send home at this time? Where did he go himself afterwards? What induced him to return without planting a colony? What had Velasquez done on the reception of his message? Why did he not wait for the return of Grijalva before commencing a new expedition?

Hernando Cortez.

When and where was Cortez born?

(*Robertson's America, 5th Book.*)

What was his education?

How happened he to go to the new world?

How did he happen to be in Cuba?

What character had he displayed?

Why was he selected by Velasquez to command the expedition to Mexico?

What circumstances afterwards led Velasquez to be jealous of him?

How did Cortez prevent the breaking out of this jealousy? What did Velasquez do, after Cortez had gone to Trinidad? What second attempt did he make to wrest Cortez' command out of his hands? How did Cortez escape? What, finally, was the outfit of Cortez?

What was the device and inscription of his standard? What good fortune did Cortez meet with in the first place at which he landed? How was he received at Tabasco? What did Cortez finally do, and with what effect?

How was he received at St. Juan de Ulua? How was a means of communication and interpretation established?

What did he learn by means of these interpreters, concerning the deputies? What did he reply? And what

did he immediately proceed to do? Describe the interview which took place the next morning between Tentile and Pilpatoe and Cortez.

How was an account of this interview prepared for Montezuma?

What means of communication was established in the Mexican empire?

What did the Mexican officers do, to prepare Cortez for Montezuma's answer? And how did Cortez receive that answer?

To what alternative did Cortez' firmness seem to bring Montezuma?

What reasons were there in Montezuma's means, which would seem to have prompted him to hostile measures?

What reasons were there in his own character?

Why then did he hesitate?

How did the Spaniards feel about attempting the conquest? What personal designs had Cortez in view?

What was the occasion and manner of the commencement of hostilities? What effect did this have on the Spaniards? What measures did Cortez take to circumvent his opponents, and carry his own design of attempting the conquest into execution?

How did Cortez organize his colony? What name did he give to his settlement?

What did Cortez do at the first meeting of the new council?

What did the council do?

What mutinous appearances succeeded Cortez' investment? And how did Cortez meet and overcome it?

What circumstance, on the part of some of the natives, gave new light to Cortez on the state of Montezuma's empire?

What induced Cortez to go to Quiabislan? Where

was Zempoalla? How was he received there? And what did he learn from the cacique respecting Montezuma? And what idea did Cortez give him in his reply? How was the town built for the new colony? What alliances did Cortez make?

Before Cortez marched into the interior, what did he do to defend himself against the probable enmity of Velasquez, and to secure the favour of the king of Spain?

What induced Cortez to think of destroying his fleet? How did he accomplish this bold scheme?

What injudicious thing did Cortez do at this moment, in regard to the religion of his allies?

With what army did Cortez set forth?

With whom did he leave his garrison of Villa Rica?

Who supplied him with provisions?

How was his baggage carried?

How many Indian soldiers did Cortez take?

What is said of the Tlascalans, through whose territory Cortez' route lay?

What views did Cortez have concerning this state, and what measures did he take in consequence?

How did the Tlascalans treat his messengers?

Why did they treat Cortez as an enemy?

What did Cortez do, when his enemies did not come back? How was he received? How long did it take him to march through their territories? Why did the Tlascalans make no more impression on the Spaniards with all their valour? What idea at length took hold of the Tlascalans in regard to their impregnable enemies?

What was the first device of their priests to destroy them, and with what issue?

What embassy did they at length get up, and on what ideas was it founded?

Why was this a relief to the Spaniards?

How did Cortez employ the twenty days he rested in Tlascala? What arrangements were made?

What imprudent measures of Cortez came nigh to destroy all that he had gained? How was he persuaded to desist?

Where did Cortez now go, and with how many men?

Why did the Mexicans wish to meet Cortez at Cholula? What circumstances in regard to the Cholulans were very suspicious? What did Cortez do, on this emergency? And with what issue? Where did Cortez go next? How was he received on the way? When did they catch a first glimpse of Mexico? What appearance did it present? How did the Mexicans behave on their approach? Describe the first interview of Montezuma and Cortez, and its attendant circumstances.

When was there a second interview, and what did Cortez learn in it from Montezuma?

Describe the situation of Mexico; the approaches to the city; the buildings; the market; the population.

What considerations contributed to alarm the Spaniards concerning their safety? What alarming intelligence was received at the same time from Villa Rica? In what situation did Cortez find himself? What bold step did he resolve on? How was the plan effected, and the Mexicans reconciled?

How was Montezuma treated? How was Qualpopoca and his officers dealt with? What insult was offered to Montezuma at the same time? Why was Cortez so severe in his punishments?

How did Montezuma behave in the six months subsequent, and what use was made of him?

What thing was still wanting to Cortez' security? and how did he contrive to obtain it?

How was Montezuma at last persuaded to acknowledge

himself a vassal? What booty was gained on this occasion, and how divided?

On what point was Montezuma inflexible, as well as his subjects?

Did he make any effort to rid his country of Cortez?

How did Cortez evade his requisitions?

What news did he hear, in this conjuncture, from the coast? How had this come about?

Did any of Cortez' people join Narvaez?

What did they induce Narvaez to do, and with what issue?

How did Cortez treat his prisoners?

What new aspects of danger presented themselves to Cortez? What did he at length resolve to do?

With whom did he leave his garrison in Mexico?

What was the progress of things till he defeated Narvaez? How did Cortez treat the vanquished?

What news did he receive from Mexico just at this time? What were the causes of this disturbance?

What did Cortez immediately do?

What imprudence of Cortez roused the Mexicans to attack him immediately after his arrival?

Did Cortez find it easy to subdue their new sprung valour? What stratagem did he resort to?

What was the result to Montezuma?

What did the Mexicans undertake to do, immediately on the death of Montezuma, and with what issue?

How did Cortez arrange his retreat from Mexico?

Describe the battle on the causeway.

Where did the Spaniards assemble the next day, and how did they find themselves?

What was the first care of Cortez?

Describe the march to Tlascala.

What happened at Otumba?

What preparations did Cortez make for attempting to gain possession of Mexico?

What fortunate occurrence supplied him with more Spanish soldiers?

When, and with how large an army, did he march back towards Mexico?

Were the Mexicans prepared to receive him? What preparations had Quetlavaca made, and how were they interrupted? Who succeeded him?

What place did Cortez first get possession of?

What did he do there?

How did Cortez increase his allies?

What new danger threatened Cortez, at this critical conjuncture, and how did he elude it?

How were the brigantines brought to Mexico?

Describe the launch.

How did Cortez lay out the siege?

What was the first effort of the Mexicans, and with what success?

How did Cortez conduct the siege during the ensuing month?

What great effort did he at length make, to get possession of the city? What error was committed?

What advantage did Guatamozin take of it?

What followed the battle during the night?

What message did the Indians send Cortez the next day, and what effect had it on his army?

How did Cortez contrive to demonstrate the falsity of this prophecy? What was the final result?

How did the siege proceed after this?

What attempt did Guatamozin at length make to escape, himself, and with what success?

What effect had this capture on the Mexicans?

How long had the siege continued?

What disappointment succeeded the exultation of the Spaniards?

What cruelty did Cortez resort to, on this occasion?

What measures were taken in Spain, at this time, in regard to Cortez, and by whose influence?

Who was appointed to supersede Cortez?

What new appointment was made when Cortez' deputies arrived?

What plans had Cortez already made for the government of Mexico?

What new cruelties marked the progress of conquest in Mexico?

What induced Cortez to return to Spain?

How did he appear, and how was he treated?

What part was given him in the government of New Spain? What discoveries, &c. did he afterwards make? Why did he go back to Spain again? How was he received? What was his fate?

Ferdinand Magellan.

Who was Ferdinand Magalhaens, or Magellan? (*See Sect. 49th, 5th book of Robertson's America.*) Where did he first serve, and why did he abandon India?

What proposal did he make to Emanuel?

What reception did it meet with?

Where did Magellan then go for patronage?

Who favoured his plan?

When did he set sail, and with what equipment, and from what port?

What was his route? Where did he winter?

What difficulty did he meet with here?

What was his next route?

How long did he sail afterwards without discovering land? What did he name the ocean, and why?

What land did they at last fall in with?

What misfortune occurred at the next group he discovered?

What places did the fleet afterwards visit?

Who conducted it back to Europe?

When did he arrive, and after how long a voyage?

Francisco Pizarro.

What three persons laid a plan for discovering the countries on the coast of the South Sea, which Balboa had pointed out? (*Book 6th, Robertson's America.*)

What was the origin of Pizarro? What, of Almagro?

Who was Hernando de Luque, and why was he in the trio?

Did Pedrarias authorize their confederacy?

What was the plan? How was the contract ratified?

What was the outfit? Who made the first essay, and with what issue? With what attempt did Almagro follow, and with what success? What was done to repair the shattered fleet? Why did not Almagro easily get reinforcement? Why did Pizarro go into Gallo? What did Pedrarias do about it? How did Pizarro reply to this summons? How many men remained with him? How, at last, did they get a small vessel of relief? What use did Pizarro make of this? What promising appearances were there in the new country which they discovered? What proofs of his discovery did he bring back to Panama, after three years absence?

Did Pedrarias now favour the expedition? What, therefore, did the associates proceed to do, to gain patronage?

Did Pizarro make any impression on the king?

What did he obtain from him for himself and the others?

What did he himself engage to do?

Where did Pizarro land on his return?

Who accompanied him?

How did Almagro receive Pizarro? and how was he finally pacified?

How large an armament did they muster?

Who went first? What was his voyage? What were the difficulties of the march from the Bay of St. Matthew to Coaque? What raised their spirits, when they got there? What did Pizarro do with these first fruits of the land?

Where did he meet with the first resistance?

How long was he in reducing them?

What reinforcements did he have, in consequence of his success at Coaque?

Where did he establish the first Spanish colony?

How great was Peru at this time?

What was the origin of its simple monarchy?

How large was the first domain of the Incas?

How was the family separated from the rest of the nation? What was the degree of their power, and how did they use it? Who was the monarch of Peru when the Spaniards first visited the coast?

What conquests and innovations had Huana Capac made? How did he divide his kingdom at his death? What was the result of this? Who conquered? and how did he use victory? What advantage did this state of things present to the Spaniards?

What use did Pizarro make of it?

What professions and messages first passed between the Spaniards and Atahualpa?

What bold plan did Pizarro lay respecting Atahualpa?

In what circumstances did Atahualpa approach the Spanish camp?

How were they received by the Spanish chaplain?

What was the issue of the interview?

What offer did Atahualpa make for his ransom?

Why did Atahualpa have his rival brother assassinated?

Was the ransom raised? How was it divided?

Did Atahualpa receive his liberty?

Did Pizarro make as good use of Atahualpa as Cortez had done of Montezuma? Why not?

What suggested the idea of putting the Inca to death?

What native promoted it? Why?

What little circumstance hastened the catastrophe?

What was done to give a colour of justice to this act?

Describe the trial and its issue.

What was his death?

Did all the Spaniards approve of this cruel action?

Was any one made king in Atahualpa's place?

Did the Indians acknowledge him?

What reasons are given, that at this time, many natives lost their loyalty and seized kingdoms for themselves?

What was the cause of Pizarro's being reinforced with numerous soldiers at this time?

With how many men did Pizarro begin his march towards Cuzco? Did he meet with any resistance?

What was his final success and booty?

What country did Benalcazar conquer meanwhile?

Did they meet with a great booty there?

What other person planned out a conquest of Quito, and how far did he proceed in its execution?

How was Ferdinand Pizarro received in Spain?

What privileges and honours were conferred on the several conquerors?

What did Almagro do, when he heard that he had the grant of an independent government?

Who opposed him? What prevented the rupture?

What were the new terms of reconciliation?

What city did Pizarro build?

Did Almagro proceed to conquer Chili?

What were his good qualities as a soldier?

What route did he take?

What kind of a people did they find in Chili?

What effort was made by the native Peruvians to recover their liberty, about the time that Almagro set out for Chili?

At which city did the Inca make the greatest effort?

How long did they besiege it? and with what success?

Who arrived to the relief of the Spaniards at this critical moment?

Why had he come?

What did he do in regard to the two several parties?

Did Francis Pizarro succeed in dispersing the besiegers of Lima? What did he do for the relief of his brothers? How did Almagro deal with Alvarado?

Did Almagro make good use of his success?

What measures did Pizarro take, when he heard of the death and imprisonment of his brothers, and the defeat of Alvarado? When did he throw off his disguise? Where did the rivals come to battle? What was the issue?

Were Pizarro's followers satisfied with the booty of Cuzco? What occupation did he find for these turbulent spirits? What was the fate of Almagro?

What induced the Spanish court at this time, to appoint Vaca de Castro to go out to Peru, with extensive and discretionary power to establish the form of government?

What orders were given him?

In the mean while, how had Pizarro parcelled out the country of which he considered himself the unrivalled possessor?

What new expeditions of discovery and conquest were planned out?

How came Gonzalo Pizarro to be governor of Quito?

What was the enterprize which he undertook?

What was its disastrous issue?

What conspiracy had been made against Francisco's life, during this absence of Gonzalo, and with what issue?

Did Almagro take the ascendancy immediately?

What objections were felt against him?

What changes were produced by the arrival of Vaco de Castro?

Did Almagro hazard a battle with Vaco de Castro;—and with what issue?

How did De Castro deal with his prisoners of war?

Why did Charles V. appoint Nugnez Vela viceroy of Peru?

What induced Gonzalo Pizarro to take the lead of a party in Peru, against the viccroy? How did he proceed? What revolution in Lima opened vast prospects to his ambition? How did he obtain a regular commission as governor?

How came Nugnez Vela to get again at the head of an army? What was the issue of the battle at Quito, to both parties?

What advice did his friends give Pizarro, and with what arguments was it backed?

Why did Pizarro hesitate?

What measures were taken by the Spanish court, to check these alarming seditions in Peru?

What person was appointed to this office, and what was his character?

What titles, and powers, did he claim and receive?

How did he proceed on his arrival?

What did Pizarro do when he heard of Gasca's arrival and powers? What unexpected turn did affairs take? What wild and ridiculous proceeding did Pizarro resort to, on this?

What preparations did Gasca make for war?

What land army appeared at the same time against Pizarro? What were the circumstances and issue of the battle of Haurina?

What were the proceedings of Gasca meanwhile? Where did they come to battle? What was the issue? How did Gasca treat the prisoners?

Did the death of Pizarro restore tranquillity?

What expeditions of conquest and discovery were planned by Gasca, and to whose conduct given?

How did Gasca pass the rest of his life?

Bartholomew de Las Casas.

Who was Bartholomew de Las Casas?

(Robertson's America, Book 3, Sect. 31.

What roused him to appear in defence of the Indians? Had he always thought that the natives should not be reduced to servitude? How had he proved his sincerity in this?

Why did he go to Spain in the cause? Did he see Ferdinand? and what impression did he make upon him? Why did not Ferdinand take measures to remedy the evil?

What did Las Casas project to do next?

Why did he not go to Flanders?

What plan did Cardinal Ximenes form?

Who were appointed superintendents?

What did they immediately do, on their arrival at St. Domingo?

How did they proceed afterwards?

To what conclusion did the fathers of St. Jerome come, concerning the plan of Las Casas?

For what reasons did they conclude to tolerate repartimientos?

What did they do to alleviate the condition of the Indians?

Was Las Casas satisfied? How did he express this, and with what effect on the superintendents, the planters, and himself?

What was the state of public affairs on Las Casas' return to Spain?

How did he endeavour to make interest with the Flemish ministers? and with what issue?

Who was appointed to take the place of the fathers of St. Jerome, and with what orders?

What remedy did Las Casas propose for the evil of there being no labourers on the plantations?

Had any negroes, before this, been sent to America? Had Cardinal Ximenes favoured this? Was Charles induced to adopt Las Casas' scheme? Who had the first patent for this terrible traffic? Why did it not immediately take effect?

What better expedient did Las Casas resort to, afterwards, for the relief of the Indians?

How was this scheme defeated?

What great plan of a colony did he afterwards form? Who opposed this plan, and how?

By whose influence did he at last obtain permission to make the attempt?

What public controversy, on the subject of the condition and treatment of the Indians, took place before Charles V., just before the patent was granted?

What were the first difficulties Las Casas met with? What new obstacle did he receive an account of, on his arrival at Porto Rico?

What did he do, in order to get a body of soldiers, to protect him and his followers, on their first landing in Cumana? Why was he received coolly at Hispaniola?

Did he succeed, however, in obtaining what he wanted? What successive obstacles, at last upset the whole scheme?

It was intended, when this little manual was begun, to have gone on with these biographical questions, through the lives and adventures of all the discoverers and first settlers in America. But the plan has been necessarily curtailed by the want of books fitted for the perusal of young persons. Even the questions on the Memoirs of Sebastian Cabot, which were mentioned in the introduction, it has been thought best to omit, because, valuable as they are in point of authority, the plan and style of that work are so unattractive. It is earnestly hoped that this deficiency in our literature, will not remain long unsupplied. If Washington Irving himself does not go on with his biographical sketches of Spanish and Portuguese adventurers, it is to be hoped some other gifted individual will follow out his plan. Nor would we have him confine himself to the Spanish and Portuguese, but also take up the adventurers of other nations. The French, English, &c.—Sebastian Cabot himself, and his successors, with Capt. John Smith, the Pilgrims of New England, and the several first settlers of the various colonies of North America, would afford to a gifted mind, abundant materials for several interesting volumes. Should such books appear, another edition of this manual would be enlarged in proportion; and we should be glad to be called upon to enlarge it still farther; and to take in the biography of distinguished Americans, down to the present day.

Another great desideratum is a work concerning the native Americans. We have the journal of the first Voyage of Columbus, translated into English; the account of the Indians by Capt. John Smith, in his History of Virginia; Church's Wars of King Philip; Heckewelder's Narrative of his residence among the Indians; and many

other detached sources of information, more or less to be depended upon. From all these, together with the accounts of the operations of the Jesuits in Paraguay, and other parts of America, which are only to be found in French, and the curious information spread over Garcilasso de Vega's Royal Commentaries, and other Spanish works; there is no doubt much interesting matter might be culled, which would present food for thought and feeling to the young. But none of these works should be undertaken without a determination to investigate the sources of information, and to make real and veracious histories. The perusal of the memoir of Sebastian Cabot, will convince any reader of the great evil produced, by making up works, without personal research into facts. Though it is certainly desirable that books for the young should be entertaining and beautiful, it is not desirable that they should be wanting in accuracy, nor is the latter necessarily involved in the former.

As the preceding questions have carried our students over part of the work of Dr. Robertson, some questions are subjoined respecting the native Americans, to be answered from the remaining books, though it is not felt that his accounts, or his conjectures upon them, are of much authority. They may serve, however, to awaken some interest in the subject.

Natives of America.

What peculiarities does Robertson mention of the external form and the natural appetites of the native Americans? (*See Book 4th of Robertson's America, Sect. 36.*)

Was this feebleness of constitution and appetite universal in America? (39.)

What was the probable reason that there were so few deformed persons in America?

Were there any great varieties of the species in America? Were they long-lived?

What diseases were they subject to?

What views does Robertson seem to have, concerning the natural foresight of the natives of the American islands? * their arithmetic? their power to abstract and reason? the greatest source of their enjoyment? their motives to labour?

Was marriage established among the Americans? any instances of more than one wife? What was the condition of the women? What, of the parental and filial relation?

How did the rude people on the extensive plains of South America obtain subsistence without agriculture? How did the greater part of the American nations supply themselves with food? What effect has the life of a hunter in promoting improvement?

What was the extent of the agriculture of the Americans? (59.) What circumstances circumscribed their power in agriculture, as in many other things?

What form did society take generally among the native Americans? Was there any distinction of private property in these informal communities? What trait of character did this state of things bring out, very generally? and what political constitution grew out of it? Were there any tribes in America, whose political constitution was still less formed than this?

Were there any nations which had a more complicated political condition?

* For an interesting account of the Indians of the islands, see Columbus' Journal of his First Voyage, published in Boston, in 1827, by Thomas B. Wait and Son—a delightful book. We have also observed the publication, in Harper's Family Library, of Thatcher's Indian Biography. If the work answers to the title, it must be very interesting.

What does Robertson say of the power of the Sachems of Florida? What of the state of society among the Natchez? What of the government in Hispaniola and Cuba? What peculiarities does he mention of the people of Bogota?

What does he think was, on the whole, the origin of power, where it existed? (Sect. 71.)

What were the causes of war among the Indian tribes? What, the general character of their military plans? What, their chief object in a battle? How did they treat their prisoners?

What is the point of honor with the native Americans?

What fatal effect had the perpetual hostilities of the Americans?

What account does Robertson give of the dress and personal ornaments of the Americans? What, of their habitations?—their weapons?—their domestic utensils? What of their masterpiece of art? Are Indians industrious? What difficulties did the first discoverers throw in the way of subsequent investigation, upon the religious tenets and rites of Americans?

What does Robertson say of the religion of the Natchez? (Sect. 92.)

What, of the religion of the people of Bogota?

Was the belief of another life prevalent in America, at the time of its discovery?

What does Robertson say, of their religious rites?

What, of the dancing of the Americans?

What, of their games of hazard?

What, of their liability to drunkenness?

What custom does Robertson speak of, in regard to the treatment of the old and infirm?

Does he speak of any instances of political wisdom, to be found among the rude tribes of America?

What does he say of the affections of the Americans? of their family relations?

What of their taciturnity? their craft?

What of their independence? their attachment to their own community?

What of the names of their tribes? and of the names they gave to the Europeans?

What of the difference of character, in various parts of America?

What nations in America might be considered as polished states, in comparison with all the rest? (*See Book 7th, Sect. 1.*)

How did the Mexicans and Peruvians compare with the people of the ancient continent?

What two great disadvantages did they labour under?

What is the traditional tale of the Mexicans concerning the origin of their nation?

How long, according to this, had they existed?

How long had the monarchical government subsisted?

What was the state of property in Mexico?

What was the state of their cities?

Were the professions separated in Mexico?

Were there any distinctions of rank, and what were they?

What was the degree of power vested in their kings? What were the peculiarities of Montezuma's reign? What was the policy of the Mexican constitution? How did the nobility limit the monarch? To what cause was owing the able character of the Mexican monarchs?

How did the Mexican potentates exhibit their power? How was justice administered? How was government supported? What inferior regulations of police, prove some refinement of society among the Mexicans?

What is said of the Mexican works in gold and silver?
What of their paintings?

What was the object of their paintings, and how did their execution answer this end?

What was the mode of computing time among the Mexicans?

Were the Mexicans warlike, and from what motives?

What were their funeral rites? the state of their agriculture? the nursing of their children?

What was the extent of Montezuma's empire, and how was it circumscribed? What was the facility of inter-communication among the different provinces?

What circulating medium had they instead of metal money?

What description is given of the Tlascalcan village? the great temple of Mexico? the private houses?

What false views have we received of the Mexicans through the Spaniards, and how is this to be accounted for?

How long had the empire of Peru subsisted, according to the traditionary accounts collected by the Spaniards? (Sect. 30.) How many monarchs had they had?

What were the means by which the rude annals were kept?

What is known of Manco Capac and Mama Ocollo?

How did religion stand in relation to the Peruvian government? What consequence had this upon the authority of the king and other officers? What upon the estimation of crimes?

What was the genius of the Peruvian superstition?

What was the influence of this upon the character of the people?

What were the peculiarities of the wars of the Peruvians?

What was the state of property among the Peruvians?
Was there any distinction of ranks?

What was the state of their agriculture?

How did they build their houses? How their temples?

Describe the two great roads of the Incas.

Had they any thing like bridges?

Had they made any advances in mining and working in metals? What ornaments did they have?

Had they many cities?

Were the professions separated?

What consequence followed from the want of cities?

What was the most remarkable and fatal defect of the Peruvian character? Whence did it probably arise? What cruel custom marked their barbarity? What grossness about their food, is another proof of it?

What was and still is the character of the natives of Chili? (Sect. 58.)

What was the first consequence to the natives of America of the establishments made by the Spaniards? (*See Book 3th, Sect. 2.*)

How did those in the islands fare?

How those in Mexico? those in Peru?

What inconsiderate policy was still more destructive to the Mexicans and Peruvians? What new disease operated together with this cause, to depopulate New Spain and Peru? Was this destruction of the Indians a deliberate scheme of the Spaniards?

What did Isabella and her successors do for their protection? What did the Roman catholic clergy do for them?

When were the Indians recognised finally, as free subjects of Spain? (Sect. 24.) What tribute was exacted of them as tax? What labour was imposed on them? Do they have any government among themselves?

CONCLUDING REMARKS.

In closing, it may be well to give one hint more, respecting the manner in which this manual is to be used. It is not intended that the questions should be given to the child in the first instance, with a mere requisition of the answers. For this would consist with a very inadequate perusal of the text. It is astonishing to see how blindly questions are often used by children. The text should first be read without reference to questions, and the questions be used for a review. Written abstracts, too, are an important part of the plan. No time is wasted which is devoted to giving the habit of thorough study. A good habit, formed at first, will be felt throughout the whole course of the historical education.

It will be observed that this volume forms but the "first steps" to the study of history. It is not to be considered as History, but merely as biography. The succeeding volumes will go back to the earliest times. Part II. will be a key to the history of the Jews, together with the Asiatic nations, more or less connected with them. Part III. will take up the Greeks and Romans. Part IV, the middle ages, and the revival of the arts and sciences. And, afterwards, there will follow still other volumes upon modern history.

We shall subjoin the following list of writers, for the convenience of such teachers as are in the habit of giving verbal instruction to their pupils.

LIST OF WRITERS,

*Especially on the Early Settlement of North America,
the History of the Natives, &c.*

Hannah Adams' History of New England.

Archdale's Description of Carolina.

Belknap's History of New Hampshire.

Beverly's History of Virginia.

Bozman's History of Maryland.

British Empire in America.

Chalmers' Political Annals.

Charlevoix's Travels in North America.

Colden's History of the Five Nations of Indians.

Churchill's Collection of Voyages and Travels.

Coxe's Description of Carolina.

Douglass's Summary History of the British Settlements
in North America.

European Settlements in America, by Burke.

Gorges' Description of New England.

Hakluyt's Voyages.

Harris's Collection of Voyages.

Hennepin's Travels in America.

Hewatt's History of South Carolina and Georgia.

Hoyt's Antiquarian Researches.

Hubbard's History of New England.

Hutchinson's History of Massachusetts.

Johnson's Wonderworking Providence, or History of
New England.

Josselyn's Account of two Voyages to New England.

Keith's History of Virginia.

Loskiel's History of the Mission of the United Brethren in North America.

McCall's History of Georgia.

Mather's Magnalia.

Morton's New England's Memorial, Judge Davis's edition.

Memoirs of Sebastian Cabot.

Neal's History of New England.

Prince's Chronological History of New England.

Proud's History of Pennsylvania.

McMahon's History of Maryland.

Purchas's Pilgrimage.

Ramsay's History of South Carolina.

Capt. John Smith's Virginia and New England.

Smith's History of New York.

Smith's History of New Jersey.

Stith's History of Virginia.

Sullivan's History of Maine.

Williamson's History of Maine.

Trumbull's History of Connecticut.

Williams's History of Vermont.

Williamson's History of North Carolina.

Martin's History of North Carolina.

Winthrop's New England Journal, Savage's edition.

Yates and Moulton's History of New York.

Church's History of King Philip's War.

Mason's Account of the Pequot War.

Peters's History of Connecticut.

Also, there are other curious works, not easily accessible; as Bartholemew Gosnold's Narrative, &c. mostly pamphlets.

LIST OF WRITERS ON THE LATER HISTORY.

Southey's History of Brazil.

Tudor's Life of Otis.

Life of Josiah Quincy, Jr.

Wilkinson's Journal.

Wirt's Life of Patrick Henry.

Botta's History of the War of the Independence of the United States of America.

Marshall's Life of Washington.

The personal lives of Washington, Franklin, and Hamilton, are to be expected, we understand, from the pen of one of our first scholars : it is not possible for them to be in better hands. We trust they will soon be forth-coming. A general history of America is also in the press, from the pen of Mr. A. H. Everett. A very lively and beautiful account of the settlement at Plymouth, the settlement at Salem, the settlement at Charlestown, the settlement at Boston, the battle of Lexington, the battle of Bunker Hill, &c. may be found in the orations of Webster, Everett, Quincy, and Story, the sermons of Rev. Charles Upham, &c. Fine descriptions of the battles of Lexington and Bunker Hill, are to be read in "Lionel Lincoln."

THE END.





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